

# Campus Data Packet

## for 2010-11 planning

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



**ELISHA M. PEASE**

**School Number 191**

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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.

**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	47
KN	105
1	102
2	91
3	87
ALL	432

**STUDENT AND TEACHER ETHNICITY**

Ethnicity	Students		Teachers	
	Number	Percentage	Number	Percentage
African American	415	96.1	22	81.5
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	16	3.7	0	0.0
White	1	0.2	4	14.8
Other	**	**	1	3.7

\*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	414	95.8
Limited English proficient students	7	1.6
Special education students	14	3.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2008	37	34	91.9	0	0.0	0	0.0	3	8.1	0	0.0
	2009	44	41	93.2	0	0.0	0	0.0	3	6.8	0	0.0
	2010	47	47	100.0	0	0.0	0	0.0	0	0.0	0	0.0
KN	2008	86	83	96.5	0	0.0	0	0.0	3	3.5	0	0.0
	2009	91	90	98.9	0	0.0	0	0.0	1	1.1	0	0.0
	2010	105	99	94.3	0	0.0	0	0.0	5	4.8	1	1.0
1	2008	105	101	96.2	0	0.0	0	0.0	4	3.8	0	0.0
	2009	96	93	96.9	0	0.0	0	0.0	3	3.1	0	0.0
	2010	102	99	97.1	0	0.0	0	0.0	3	2.9	0	0.0
2	2008	85	84	98.8	0	0.0	0	0.0	1	1.2	0	0.0
	2009	93	92	98.9	0	0.0	0	0.0	1	1.1	0	0.0
	2010	91	86	94.5	0	0.0	0	0.0	5	5.5	0	0.0
3	2008	85	82	96.5	0	0.0	0	0.0	3	3.5	0	0.0
	2009	64	64	100.0	0	0.0	0	0.0	0	0.0	0	0.0
	2010	87	84	96.6	0	0.0	0	0.0	3	3.4	0	0.0
PK-3	2008	405	391	96.5	0	0.0	0	0.0	14	3.5	0	0.0
	2009	394	386	98.0	0	0.0	0	0.0	8	2.0	0	0.0
	2010	432	415	96.1	0	0.0	0	0.0	16	3.7	1	0.2

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2008	37	37	100.0	2	5.4	0	0.0	0	0.0	36	97.3	0.0
	2009	44	44	100.0	2	4.5	0	0.0	0	0.0	43	97.7	2.3
	2010	47	41	87.2	0	0.0	0	0.0	0	0.0	47	100.0	0.0
KN	2008	86	81	94.2	1	1.2	2	2.3	3	3.5	41	47.7	1.2
	2009	91	85	93.4	0	0.0	0	0.0	0	0.0	49	53.8	1.1
	2010	105	104	99.0	3	2.9	0	0.0	1	1.0	51	48.6	2.9
1	2008	105	104	99.0	1	1.0	1	1.0	7	6.7	3	2.9	4.8
	2009	96	92	95.8	0	0.0	3	3.1	3	3.1	5	5.2	13.5
	2010	102	96	94.1	1	1.0	3	2.9	6	5.9	12	11.8	11.8
2	2008	85	81	95.3	1	1.2	4	4.7	6	7.1	5	5.9	4.7
	2009	93	90	96.8	0	0.0	3	3.2	4	4.3	6	6.5	7.5
	2010	91	89	97.8	1	1.1	4	4.4	4	4.4	10	11.0	13.2
3	2008	85	82	96.5	1	1.2	11	12.9	10	11.8	6	7.1	0.0
	2009	64	57	89.1	1	1.6	3	4.7	7	10.9	6	9.4	3.1
	2010	87	84	96.6	2	2.3	7	8.0	10	11.5	8	9.2	1.1
PK-3	2008	405	392	96.8	6	1.5	25	6.2	26	6.4	94	23.2	3.5
	2009	394	374	94.9	3	0.8	15	3.8	14	3.6	112	28.4	7.1
	2010	432	414	95.8	7	1.6	14	3.2	21	4.9	128	29.6	6.5

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	88.2	13,568.1	83.3	94.5	13,004.4	95.8	42	47.6	23.5	67	11,618	76.0	85.6
	2009	91.1	13,515.0	86.6	95.1	12,939.1	95.7	35	38.4	22.5	72	11,501	79.0	85.1
	2010	99.5	13,234.2	93.9	94.4	12,616.4	95.3	25	25.1	21.6	80	11,233	80.4	84.9
1	2008	104.0	14,626.9	100.1	96.3	14,102.7	96.4	34	32.7	21.2	84	12,704	80.8	86.9
	2009	99.3	14,250.8	94.5	95.2	13,719.9	96.3	36	36.3	20.7	76	12,300	76.6	86.3
	2010	96.6	13,848.4	92.7	96.0	13,286.3	95.9	33	34.2	20.2	77	11,978	79.7	86.5
2	2008	83.2	13,708.6	80.1	96.2	13,269.8	96.8	28	33.7	19.7	68	12,043	81.7	87.9
	2009	96.7	13,950.1	92.4	95.5	13,499.0	96.8	26	26.9	18.6	77	12,231	79.6	87.7
	2010	89.8	13,440.8	85.3	95.0	12,947.4	96.3	26	28.9	19.0	70	11,794	77.9	87.7
3	2008	83.2	12,806.9	80.8	97.2	12,425.5	97.0	22	26.5	19.1	71	11,408	85.4	89.1
	2009	64.0	13,095.5	62.1	97.1	12,710.6	97.1	19	29.7	18.3	49	11,634	76.5	88.8
	2010	87.6	13,291.1	85.2	97.3	12,853.9	96.7	18	20.5	17.7	71	11,815	81.0	88.9
KN-3	2008	382.5	59,234.7	367.6	96.1	57,106.0	96.4	179	46.8	37.0	327	55,438	85.5	93.6
	2009	378.8	59,416.7	361.8	95.5	57,243.7	96.3	168	44.4	36.1	314	55,223	82.9	92.9
	2010	373.5	53,814.5	357.2	95.6	51,703.9	96.1	102	27.3	19.6	298	46,820	79.8	87.0



**DISTRIBUTION OF TEACHERS**

Ethnicity	Number	Percentage
African American	22	81.5
Hispanic	0	0.0
White	4	14.8
Other	1	3.7

Gender	Number	Percentage
Female	24	88.9
Male	3	11.1

<b>TOTAL</b>	<b>27</b>
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**AVERAGE NUMBER OF ABSENCES**

<b>2008</b>	4.0
<b>2009</b>	6.9
<b>2010</b>	5.9

**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		93.4	*	93.3	*	*	88.1		89.2	97.6	93.6	86.2	78
	2009		95.2		94.6		*	92.3		93.1	97.1	95.2	87.1	63
	2010		82.5	*	81.3	*	*	69.4		75.6	88.1	81.9	85.4	83

NUMBER TESTED IN GRADE 3													
2008	0	76	2	75	2	1	42	0	37	41	78	10,439	
2009	0	63	0	56	0	1	26	0	29	34	63	7,580	
2010	0	80	3	80	2	2	36	0	41	42	83	7,094	

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

**NUMBER NOT MEETING STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008		5	*	5	*	*	5		4	1	5	1,443	78
	2009		3		3		*	2		2	1	3	981	63
	2010		14	*	15	*	*	11		10	5	15	1,039	83

NUMBER TESTED IN GRADE 3													
2008	0	76	2	75	2	1	42	0	37	41	78	10,439	
2009	0	63	0	56	0	1	26	0	29	34	63	7,580	
2010	0	80	3	80	2	2	36	0	41	42	83	7,094	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2008	85.6	80.8	84.0	73.6
	2009	84.6	84.1	81.5	86.1
	2010	79.6	76.4	78.3	78.0

**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		23.7	*	24.0	*	*	9.5		18.9	26.8	23.1	21.5	78
	2009		42.9		44.6		*	23.1		37.9	47.1	42.9	34.0	63
	2010		33.8	*	35.0	*	*	13.9		24.4	45.2	34.9	37.1	83


NUMBER TESTED IN GRADE 3													
2008	0	76	2	75	2	1	42	0	37	41	78	10,439	
2009	0	63	0	56	0	1	26	0	29	34	63	7,580	
2010	0	80	3	80	2	2	36	0	41	42	83	7,094	

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

**PERCENTAGE MEETING STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008		74.7	*	76.0	*	*	69.8		72.2	78.6	75.6	76.6	78
	2009		86.9		85.2		*	83.3		82.1	90.9	86.9	76.8	61
	2010		76.5	*	75.3	*	*	67.6		73.8	78.6	76.2	78.2	84

NUMBER TESTED IN GRADE 3													
2008	0	75	3	75	5	1	43	0	36	42	78	10,870	
2009	0	61	0	54	0	1	24	0	28	33	61	12,336	
2010	0	81	3	81	3	2	37	0	42	42	84	12,585	

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

**NUMBER NOT MEETING STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008		19	*	18	*	*	13		10	9	19	2,542	78
	2009		8		8		*	4		5	3	8	2,856	61
	2010		19	*	20	*	*	12		11	9	20	2,739	84

NUMBER TESTED IN GRADE 3													
2008	0	75	3	75	5	1	43	0	36	42	78	10,870	
2009	0	61	0	54	0	1	24	0	28	33	61	12,336	
2010	0	81	3	81	3	2	37	0	42	42	84	12,585	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2008	77.3	79.3	80.6	68.4	82.4	62.5
	2009	81.1	84.2	82.8	81.1	83.6	72.3
	2010	77.6	76.4	78.2	68.8	79.5	69.0



**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		12.0	*	12.0	*	*	4.7		11.1	14.3	12.8	26.3	78
	2009		27.9		27.8		*	20.8		21.4	33.3	27.9	28.8	61
	2010		13.6	*	13.6	*	*	0.0		11.9	14.3	13.1	21.3	84

NUMBER TESTED IN GRADE 3													
2008	0	75	3	75	5	1	43	0	36	42	78	10,870	
2009	0	61	0	54	0	1	24	0	28	33	61	12,336	
2010	0	81	3	81	3	2	37	0	42	42	84	12,585	

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

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the ITBS

		READING TOTAL (**LANGUAGE)				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2008	*	46.3	47.6	57.6	82
	2009	31.3	37.3	36.3	41.9	91
	2010	14.3	29.2	27.2	40.0	103
1	2008	14.3	59.8	56.7	50.2	104
	2009	83.3	88.2	86.7	54.2	98
	2010	67.7	85.9	80.0	55.2	95
2	2008	33.3	74.0	59.7	50.2	77
	2009	38.3	72.7	54.9	47.9	91
	2010	20.0	65.9	40.7	48.6	91
1-2	2008	29.4	64.6	58.0	50.2	181
	2009	55.8	82.1	71.4	51.0	189
	2010	38.3	78.1	60.8	51.9	186

		MATHEMATICS TOTAL (**MATHEMATICS)				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2008	*	43.2	43.4	44.9	83
	2009	43.8	55.4	53.3	52.8	90
	2010	28.6	38.9	37.5	51.2	104
1	2008	62.5	70.1	69.5	55.5	105
	2009	73.3	85.3	81.6	50.4	98
	2010	43.8	69.2	60.8	48.8	97
2	2008	70.4	80.8	77.2	57.5	79
	2009	83.3	100.0	91.3	53.2	92
	2010	71.4	87.8	78.9	54.6	90
K-2	2008	67.6	63.0	63.7	52.7	267
	2009	73.4	76.9	75.7	52.3	280
	2010	55.8	59.2	58.1	51.5	291

Number Tested	2008	36	227	263	21,817	
	2009	93	187	280	21,148	
	2010	95	194	289	20,804	

Number Tested	2008	37	230	267	41,070	
	2009	94	186	280	30,563	
	2010	95	196	291	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		47.5	*	46.8	*		*		52.8	43.5	47.6	57.6	82
	2009		35.6	*	36.5			31.3		25.0	48.8	36.3	41.9	91
	2010	*	28.9	*	26.5		*	14.3		30.2	24.0	27.2	40.0	103
1	2008		57.0	*	56.3	*	*	14.3		56.6	56.9	56.7	50.2	104
	2009		86.3	*	86.2	*		83.3		87.7	85.4	86.7	54.2	98
	2010		79.3	*	78.7	*	*	67.7		74.5	87.5	80.0	55.2	95
2	2008		60.5	*	58.9	*	*	33.3		55.0	64.9	59.7	50.2	77
	2009		54.4	*	54.5	*		38.3		46.2	66.7	54.9	47.9	91
	2010		39.5	*	39.3	*	*	20.0		40.8	40.5	40.7	48.6	91
1-2	2008		58.5	*	57.4	*	*	29.4		55.9	60.2	58.0	50.2	181
	2009		70.8	*	70.9	*		55.8		67.9	76.3	71.4	51.0	189
	2010		60.1	75.0	59.0	14.3	*	38.3		58.7	63.4	60.8	51.9	186
Number Tested	2008	0	256	7	253	5	2	36	0	129	134	263	21,817	
	2009	0	275	5	267	5	0	93	0	157	123	280	21,148	
	2010	1	275	13	280	7	5	95	0	157	132	289	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		11	*	10	*		*		6	5	11	1,687	82
	2009		7	*	8			0		1	7	8	771	91
	2010	*	5	*	5		*	0		4	1	5	758	103
1	2008		28	*	29	*	*	0		14	16	30	1,555	104
	2009		57	*	55	*		17		37	22	59	1,659	98
	2010		36	*	35	*	*	7		20	18	38	1,729	95
2	2008		9	*	8	*	*	2		5	4	9	1,065	77
	2009		10	*	10	*		2		5	6	11	1,027	91
	2010		2	*	2	*	*	0		0	2	2	954	91
1-2	2008		37	*	37	*	*	2		19	20	39	2,620	181
	2009		67	*	65	*		19		42	28	70	2,688	189
	2010		38	2	37	0	*	7		20	20	40	2,683	186

Number Tested	2008	0	256	7	253	5	2	36	0	129	134	263	21,817
	2009	0	275	5	267	5	0	93	0	157	123	280	21,148
	2010	1	275	13	280	7	5	95	0	157	132	289	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		44.4	*	42.3	*		*		41.7	44.7	43.4	44.9	83
	2009		52.8	*	51.2			43.8		36.2	72.1	53.3	52.8	90
	2010	*	36.7	*	37.9		*	28.6		42.6	32.0	37.5	51.2	104
1	2008		70.3	*	69.2	*	*	62.5		70.4	68.6	69.5	55.5	105
	2009		81.1	*	80.9	*		73.3		86.0	75.6	81.6	50.4	98
	2010		60.6	*	59.3	*	*	43.8		51.8	73.2	60.8	48.8	97
2	2008		76.9	*	77.3	*	*	70.4		78.6	75.7	77.2	57.5	79
	2009		91.2	*	91.0	*		83.3		92.5	89.7	91.3	53.2	92
	2010		80.0	*	78.4	*	*	71.4		83.3	73.8	78.9	54.6	90
K-2	2008		64.2	42.9	63.4	*	*	67.6		65.2	62.2	63.7	52.7	267
	2009		75.3	*	74.9	83.3		73.4		73.2	78.9	75.7	52.3	280
	2010	*	58.1	61.5	57.4	28.6	*	55.8		58.2	57.9	58.1	51.5	291
Number Tested	2008	0	260	7	257	5	2	37	0	132	135	267	41,070	
	2009	0	275	5	267	6	0	94	0	157	123	280	30,563	
	2010	1	277	13	282	7	5	95	0	158	133	291	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		17	*	16	*		*		9	8	17	2,788	83
	2009		21	*	18			3		6	15	21	2,455	90
	2010	*	13	*	13		*	1		8	5	13	2,358	104
1	2008		32	*	33	*	*	1		16	18	34	2,800	105
	2009		45	*	43	*		10		30	17	47	1,577	98
	2010		18	*	19	*	*	1		7	13	20	2,266	97
2	2008		34	*	33	*	*	7		19	16	35	2,912	79
	2009		51	*	50	*		20		31	21	52	1,686	92
	2010		24	*	24	*	*	9		16	9	25	2,484	90
K-2	2008		83	3	82	*	*	9		44	42	86	8,500	267
	2009		117	*	111	3		33		67	53	120	5,718	280
	2010	*	55	3	56	1	*	11		31	27	58	7,108	291
Number Tested	2008	0	260	7	257	5	2	37	0	132	135	267	41,070	
	2009	0	275	5	267	6	0	94	0	157	123	280	30,563	
	2010	1	277	13	282	7	5	95	0	158	133	291	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		69.3	*	69.2	*	*	75.0		70.4	68.6	69.5	65.7	105
	2009		81.3	*	81.2	*		*		83.3	80.5	81.8	66.0	99
	2010		77.7	*	76.9	*	*	75.8		69.6	90.2	78.4	63.5	97
2	2008		91.1	*	92.1	*	*	85.7		88.4	94.6	91.3	64.0	80
	2009		98.8	*	98.8	*		90.0		97.9	100.0	98.9	60.9	92
	2010		95.3	*	95.5	*	*	94.0		93.9	97.6	95.6	61.4	91
1-2	2008		78.9	*	78.9	*	*	83.3		78.4	79.5	78.9	64.9	185
	2009		89.8	*	89.9	*		91.7		90.2	90.0	90.1	63.5	191
	2010		86.1	100.0	86.1	50.0	*	86.7		81.0	94.0	86.7	62.5	188

Number Tested	2008	0	180	5	180	3	2	36	0	97	88	185	27,631
	2009	0	177	5	169	3	0	12	0	102	80	191	27,480
	2010	0	180	8	180	8	2	83	0	105	83	188	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		42	*	43	*	*	4		22	21	43	4,546	105
	2009		44	*	41	*		*		31	16	49	4,597	99
	2010		45	*	44	*	*	12		24	23	47	4,129	97
2	2008		48	*	46	*	*	12		24	25	49	2,557	80
	2009		81	*	79	*		9		45	37	85	3,822	92
	2010		71	*	74	*	*	40		37	39	76	3,776	91
1-2	2008		90	*	89	*	*	16		46	46	92	7,103	185
	2009		125	*	120	*		11		76	53	134	8,419	191
	2010		116	7	118	1	*	52		61	62	123	7,905	188

Number Tested	2008	0	180	5	180	3	2	36	0	97	88	185	27,631
	2009	0	177	5	169	3	0	12	0	102	80	191	27,480
	2010	0	180	8	180	8	2	83	0	105	83	188	26,937




**PERFORMANCE IN 2010**

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2010 Level	N	%	N	%	N	%	N	%	N	%
ALL (7)	Beginning	2	28.6	2	28.6	2	28.6	2	28.6	2	28.6
	Intermediate	1	14.3	3	42.9	5	71.4	4	57.1	4	57.1
	Advanced	4	57.1	2	28.6	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	1	14.3	1	14.3

**PROGRESSION FROM  
2009 TO 2010**

Number Rated Both Years N (%) Progressed	2010 Level	2009 Level			
		Beg	Int	Adv	Adv High
4  3 (75.0%)	Beginning	1			
	Intermediate	2	0		
	Advanced	0	0	0	
	Advanced High	0	0	1	

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