

Campus Data Packet

for 2010-11 planning

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



JOSEPH J. RHOADS

School Number 200

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	74
KN	58
1	52
2	61
3	50
4	59
5	54
ALL	408

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percentage	Number	Percentage
African American	284	69.6	23	63.9
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	123	30.1	6	16.7
White	1	0.2	7	19.4
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	382	93.6
Limited English proficient students	92	22.5
Special education students	24	5.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2008	41	33	80.5	0	0.0	0	0.0	8	19.5	0	0.0
	2009	67	57	85.1	0	0.0	0	0.0	9	13.4	1	1.5
	2010	74	60	81.1	0	0.0	0	0.0	14	18.9	0	0.0
KN	2008	60	48	80.0	0	0.0	0	0.0	12	20.0	0	0.0
	2009	61	51	83.6	0	0.0	0	0.0	10	16.4	0	0.0
	2010	58	40	69.0	0	0.0	0	0.0	17	29.3	1	1.7
1	2008	62	50	80.6	0	0.0	0	0.0	12	19.4	0	0.0
	2009	62	50	80.6	0	0.0	0	0.0	12	19.4	0	0.0
	2010	52	36	69.2	0	0.0	0	0.0	16	30.8	0	0.0
2	2008	77	60	77.9	0	0.0	0	0.0	17	22.1	0	0.0
	2009	50	42	84.0	0	0.0	0	0.0	7	14.0	1	2.0
	2010	61	42	68.9	0	0.0	0	0.0	19	31.1	0	0.0
3	2008	68	49	72.1	0	0.0	0	0.0	19	27.9	0	0.0
	2009	66	52	78.8	0	0.0	0	0.0	14	21.2	0	0.0
	2010	50	34	68.0	0	0.0	0	0.0	16	32.0	0	0.0
4	2008	65	59	90.8	0	0.0	0	0.0	6	9.2	0	0.0
	2009	66	46	69.7	0	0.0	0	0.0	20	30.3	0	0.0
	2010	59	38	64.4	0	0.0	0	0.0	21	35.6	0	0.0
5	2008	69	59	85.5	0	0.0	0	0.0	10	14.5	0	0.0
	2009	68	61	89.7	0	0.0	0	0.0	7	10.3	0	0.0
	2010	54	34	63.0	0	0.0	0	0.0	20	37.0	0	0.0
PK-5	2008	442	358	81.0	0	0.0	0	0.0	84	19.0	0	0.0
	2009	440	359	81.6	0	0.0	0	0.0	79	18.0	2	0.5
	2010	408	284	69.6	0	0.0	0	0.0	123	30.1	1	0.2

Enrollment (2)

Enrollment Statistics by Select Student Group

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2008	41	41	100.0	7	17.1	0	0.0	0	0.0	41	100.0	0.0
	2009	67	39	58.2	8	11.9	0	0.0	0	0.0	66	98.5	1.5
	2010	74	51	68.9	14	18.9	0	0.0	0	0.0	62	83.8	16.2
KN	2008	60	58	96.7	11	18.3	1	1.7	0	0.0	24	40.0	0.0
	2009	61	61	100.0	9	14.8	1	1.6	0	0.0	23	37.7	0.0
	2010	58	57	98.3	11	19.0	1	1.7	0	0.0	22	37.9	0.0
1	2008	62	62	100.0	9	14.5	2	3.2	1	1.6	6	9.7	9.7
	2009	62	61	98.4	11	17.7	3	4.8	1	1.6	6	9.7	4.8
	2010	52	52	100.0	13	25.0	3	5.8	0	0.0	5	9.6	1.9
2	2008	77	73	94.8	12	15.6	2	2.6	2	2.6	2	2.6	3.9
	2009	50	49	98.0	5	10.0	4	8.0	4	8.0	5	10.0	6.0
	2010	61	61	100.0	16	26.2	5	8.2	1	1.6	8	13.1	4.9
3	2008	68	67	98.5	13	19.1	3	4.4	6	8.8	5	7.4	7.4
	2009	66	65	98.5	11	16.7	4	6.1	3	4.5	3	4.5	6.1
	2010	50	50	100.0	13	26.0	3	6.0	2	4.0	5	10.0	4.0
4	2008	65	63	96.9	4	6.2	9	13.8	7	10.8	3	4.6	3.1
	2009	66	64	97.0	8	12.1	8	12.1	4	6.1	7	10.6	1.5
	2010	59	58	98.3	15	25.4	9	15.3	2	3.4	3	5.1	0.0
5	2008	69	65	94.2	1	1.4	8	11.6	13	18.8	4	5.8	8.7
	2009	68	67	98.5	3	4.4	11	16.2	12	17.6	6	8.8	4.4
	2010	54	53	98.1	10	18.5	3	5.6	3	5.6	5	9.3	3.7
PK-5	2008	442	429	97.1	57	12.9	25	5.7	29	6.6	85	19.2	5.0
	2009	440	406	92.3	55	12.5	31	7.0	24	5.5	116	26.4	3.4
	2010	408	382	93.6	92	22.5	24	5.9	8	2.0	110	27.0	4.9

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	60.3	13,568.1	56.7	94.0	13,004.4	95.8	24	39.8	23.5	48	11,618	79.6	85.6
	2009	63.5	13,515.0	59.8	94.2	12,939.1	95.7	14	22.0	22.5	50	11,501	78.7	85.1
	2010	55.8	13,234.2	52.8	94.6	12,616.4	95.3	17	30.5	21.6	46	11,233	82.4	84.9
1	2008	63.1	14,626.9	59.5	94.3	14,102.7	96.4	13	20.6	21.2	50	12,704	79.2	86.9
	2009	60.8	14,250.8	57.9	95.1	13,719.9	96.3	14	23.0	20.7	48	12,300	78.9	86.3
	2010	50.5	13,848.4	47.9	95.0	13,286.3	95.9	18	35.7	20.2	40	11,978	79.2	86.5
2	2008	79.1	13,708.6	75.5	95.5	13,269.8	96.8	17	21.5	19.7	69	12,043	87.2	87.9
	2009	49.0	13,950.1	47.0	96.0	13,499.0	96.8	16	32.7	18.6	37	12,231	75.6	87.7
	2010	59.5	13,440.8	57.0	95.7	12,947.4	96.3	20	33.6	19.0	47	11,794	79.0	87.7
3	2008	67.5	12,806.9	65.2	96.6	12,425.5	97.0	10	14.8	19.1	61	11,408	90.4	89.1
	2009	65.7	13,095.5	63.5	96.6	12,710.6	97.1	9	13.7	18.3	57	11,634	86.7	88.8
	2010	50.2	13,291.1	48.1	95.8	12,853.9	96.7	19	37.9	17.7	42	11,815	83.7	88.9
4	2008	65.9	12,329.8	62.8	95.3	11,960.3	97.0	16	24.3	19.7	54	10,924	82.0	88.6
	2009	66.6	12,156.4	64.4	96.8	11,789.9	97.0	15	22.5	18.1	58	10,731	87.1	88.3
	2010	55.8	12,299.7	53.1	95.1	11,900.0	96.8	17	30.4	17.2	48	10,987	86.0	89.3
5	2008	69.9	11,874.2	66.1	94.6	11,539.6	97.2	14	20.0	18.8	59	10,608	84.4	89.3
	2009	69.9	11,903.5	66.5	95.1	11,552.9	97.1	17	24.3	17.5	53	10,563	75.9	88.7
	2010	55.5	11,687.8	52.7	95.1	11,310.1	96.8	20	36.1	17.0	48	10,453	86.6	89.4
KN-5	2008	426.5	83,438.7	405.2	95.0	80,606.0	96.6	144	33.8	31.9	374	76,970	87.7	92.2
	2009	408.7	83,476.5	390.9	95.7	80,586.5	96.5	167	40.9	30.9	362	76,517	88.6	91.7
	2010	327.3	77,802.0	311.6	95.2	74,914.0	96.3	111	33.9	18.9	271	68,260	82.8	87.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percentage
African American	23	63.9
Hispanic	6	16.7
White	7	19.4
Other	0	0.0

Gender	Number	Percentage
Female	30	83.3
Male	6	16.7

TOTAL	36
--------------	-----------

AVERAGE NUMBER OF ABSENCES

2008	8.5
2009	7.4
2010	7.6

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008		87.0	68.4	81.0		76.9	80.4		83.3	80.0	81.5	86.2	65
	2009		74.0	*	75.5	*		64.7		69.0	83.3	75.5	87.1	53
	2010		88.2	*	89.2	*		83.3		85.0	94.1	89.2	85.4	37
4	2008		58.8	50.0	56.4	*	*	44.0		46.2	67.7	58.6	72.1	58
	2009		59.5	68.8	60.7	*	85.7	43.3		65.4	59.4	62.1	75.5	58
	2010		90.3	83.3	88.6		*	77.8		90.5	87.5	89.2	77.9	37
5	2008		84.2	100.0	86.7	*		76.9		89.7	83.8	86.4	82.9	66
	2009		68.5	75.0	70.5	*	*	54.1		64.3	73.5	69.4	82.2	62
	2010		85.3	88.9	86.3		88.9	80.8		82.6	89.7	86.5	86.1	52
3-5	2008		76.6	73.5	75.3	57.1	64.7	70.9		74.1	77.7	76.2	80.3	189
	2009		67.8	74.1	68.8	*	72.7	54.5		66.3	71.1	68.8	81.1	173
	2010		87.9	88.9	87.8	*	80.0	81.4		85.9	90.3	88.1	83.4	126

	NUMBER TESTED IN GRADES 3-5											
2008	0	154	34	178	7	17	110	0	85	103	189	31,840
2009	0	146	27	170	5	11	101	0	83	90	173	28,282
2010	0	99	27	123	2	10	59	0	64	62	126	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		6	6	12		3	9		5	7	12	1,443	65
	2009		13	*	13	*		12		9	4	13	981	53
	2010		4	*	4	*		4		3	1	4	1,039	37
4	2008		21	3	24	*	*	14		14	10	24	2,996	58
	2009		17	5	22	*	1	17		9	13	22	2,489	58
	2010		3	1	4		*	2		2	2	4	1,640	37
5	2008		9	0	8	*		9		3	6	9	1,827	66
	2009		17	2	18	*	*	17		10	9	19	1,874	62
	2010		5	2	7		1	5		4	3	7	1,427	52
3-5	2008		36	9	44	3	6	32		22	23	45	6,266	189
	2009		47	7	53	*	3	46		28	26	54	5,344	173
	2010		12	3	15	*	2	11		9	6	15	4,106	126

NUMBER TESTED IN GRADES 3-5													
2008	0	154	34	178	7	17	110	0	85	103	189	31,840	
2009	0	146	27	170	5	11	101	0	83	90	173	28,282	
2010	0	99	27	123	2	10	59	0	64	62	126	24,751	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2008	73.7	74.1	76.2	70.2
	2009	68.8	71.7	71.1	75.2
	2010	85.2	82.2	76.1	80.1
4	2008	73.6	71.1	70.4	72.9
	2009	78.3	71.3	68.2	68.8
	2010	84.1	86.5	86.1	79.5
5	2008	80.7	77.7	76.9	77.0
	2009	73.2	76.6	78.6	72.5
	2010	83.4	82.7	80.5	77.1
3-5	2008	76.1	74.4	74.7	73.4
	2009	73.6	73.3	72.8	72.1
	2010	84.2	83.7	80.9	78.7

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		10.9	0.0	6.3		0.0	2.2		6.7	8.6	7.7	21.5	65
	2009		20.0	*	20.8	*		8.8		13.8	29.2	20.8	34.0	53
	2010		35.3	*	35.1	*		20.8		30.0	41.2	35.1	37.1	37
4	2008		11.8	0.0	10.9	*	*	0.0		11.5	9.7	12.1	14.4	58
	2009		4.8	6.3	3.6	*	0.0	0.0		7.7	3.1	5.2	18.3	58
	2010		25.8	33.3	28.6		*	0.0		19.0	37.5	27.0	19.4	37
5	2008		15.8	0.0	13.3	*		2.6		10.3	16.2	13.6	16.5	66
	2009		24.1	0.0	21.3	*	*	2.7		17.9	23.5	21.0	18.3	62
	2010		20.6	22.2	19.6		22.2	3.8		26.1	17.2	21.2	23.6	52
3-5	2008		13.0	0.0	10.1	28.6	0.0	1.8		9.4	11.7	11.1	17.4	189
	2009		17.1	7.4	15.3	*	0.0	4.0		13.3	17.8	15.6	22.5	173
	2010		27.3	25.9	26.8	*	20.0	10.2		25.0	29.0	27.0	26.2	126

	NUMBER TESTED IN GRADES 3-5											
2008	0	154	34	178	7	17	110	0	85	103	189	31,840
2009	0	146	27	170	5	11	101	0	83	90	173	28,282
2010	0	99	27	123	2	10	59	0	64	62	126	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		59.6	57.9	57.8	*	69.2	52.1		60.0	58.3	59.1	76.6	66
	2009		68.0	85.7	71.4	*	81.8	68.2		54.5	90.3	71.9	76.8	64
	2010		88.2	87.5	88.0	*	84.6	79.3		89.3	86.4	88.0	78.2	50
4	2008		79.2	50.0	75.4	83.3	*	48.1		67.9	83.9	76.7	77.9	60
	2009		82.9	56.3	74.5		57.1	55.2		80.0	71.9	75.4	78.9	57
	2010		90.3	73.7	83.3		64.3	71.4		88.9	78.3	84.0	81.8	50
5	2008		83.6	77.8	81.4	*		71.1		82.1	83.3	82.8	84.0	64
	2009		82.1	100.0	85.7	83.3	*	79.5		90.0	79.4	84.4	86.2	64
	2010		88.2	94.4	90.2		100.0	80.8		91.3	89.7	90.4	87.7	52
3-5	2008		74.8	61.8	71.1	60.0	58.8	57.5		69.8	74.8	72.6	79.5	190
	2009		77.6	76.3	77.3	62.5	77.3	68.8		73.9	80.4	77.3	80.5	185
	2010		88.9	84.9	87.2	*	80.6	78.3		89.7	85.1	87.5	82.3	152

	NUMBER TESTED IN GRADES 3-5											
2008	0	155	34	180	10	17	113	0	86	103	190	32,696
2009	0	147	38	181	8	22	112	0	88	97	185	33,885
2010	0	99	53	149	2	36	69	0	78	74	152	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		19	8	27	*	4	23		12	15	27	2,542	66
	2009		16	2	18	*	2	14		15	3	18	2,856	64
	2010		4	2	6	*	2	6		3	3	6	2,739	50
4	2008		11	3	14	1	*	14		9	5	14	2,436	60
	2009		7	7	14		3	13		5	9	14	2,263	57
	2010		3	5	8		5	4		3	5	8	2,101	50
5	2008		9	2	11	*		11		5	6	11	1,730	64
	2009		10	0	9	1	*	8		3	7	10	1,495	64
	2010		4	1	5		0	5		2	3	5	1,314	52
3-5	2008		39	13	52	4	7	48		26	26	52	6,708	190
	2009		33	9	41	3	5	35		23	19	42	6,614	185
	2010		11	8	19	*	7	15		8	11	19	6,154	152

NUMBER TESTED IN GRADES 3-5													
2008	0	155	34	180	10	17	113	0	86	103	190	32,696	
2009	0	147	38	181	8	22	112	0	88	97	185	33,885	
2010	0	99	53	149	2	36	69	0	78	74	152	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	74.7	77.0	77.0	68.4	72.0	53.2
	2009	73.8	78.9	82.6	67.7	78.1	59.0
	2010	84.2	87.3	88.7	74.7	86.0	68.8
4	2008	77.1	83.6	75.0	76.1	75.4	68.3
	2009	83.4	78.9	70.8	77.2	86.8	69.1
	2010	84.5	81.7	77.0	74.7	72.5	76.5
5	2008	74.7	73.7	84.6	74.3	79.7	76.4
	2009	76.0	74.6	82.8	75.4	77.3	76.8
	2010	79.2	73.4	82.4	77.7	79.3	73.8
3-5	2008	75.5	78.0	78.9	72.8	75.7	65.8
	2009	77.5	77.4	79.0	73.3	80.5	68.2
	2010	82.6	80.7	82.7	75.7	79.3	73.0

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		17.0	10.5	12.5	*	7.7	6.3		13.3	16.7	15.2	26.3	66
	2009		16.0	42.9	20.6	*	45.5	15.9		15.2	29.0	21.9	28.8	64
	2010		38.2	12.5	30.0	*	15.4	24.1		35.7	22.7	30.0	21.3	50
4	2008		17.0	0.0	15.8	16.7	*	0.0		14.3	16.1	16.7	23.8	60
	2009		24.4	12.5	18.2		14.3	13.8		20.0	21.9	21.1	31.4	57
	2010		29.0	31.6	29.2		21.4	21.4		33.3	26.1	30.0	29.1	50
5	2008		21.8	22.2	20.3	*		10.5		14.3	27.8	21.9	31.9	64
	2009		14.3	12.5	14.3	0.0	*	5.1		6.7	20.6	14.1	37.9	64
	2010		20.6	33.3	23.5		22.2	11.5		34.8	17.2	25.0	34.5	52
3-5	2008		18.7	11.8	16.1	10.0	5.9	6.2		14.0	20.4	17.9	27.3	190
	2009		17.7	23.7	17.7	0.0	27.3	11.6		13.6	23.7	18.9	32.5	185
	2010		29.3	26.4	27.5	*	19.4	18.8		34.6	21.6	28.3	27.9	152

	NUMBER TESTED IN GRADES 3-5											
2008	0	155	34	180	10	17	113	0	86	103	190	32,696
2009	0	147	38	181	8	22	112	0	88	97	185	33,885
2010	0	99	53	149	2	36	69	0	78	74	152	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		82.7	83.3	82.1	*	*	73.1		74.1	90.3	82.8	87.4	58
	2009		97.6	81.3	92.7	*	71.4	89.7		92.0	93.8	93.0	87.4	57
	2010		90.6	100.0	91.7	*	*	77.8		87.0	100.0	92.1	89.8	38

	NUMBER TESTED IN GRADE 4											
2008	0	52	6	56	3	4	26	0	27	31	58	10,658
2009	0	41	16	55	1	7	29	0	25	32	57	10,032
2010	0	32	6	36	4	1	9	0	23	15	38	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		9	1	10	*	*	7		7	3	10	1,348	58
	2009		1	3	4	*	2	3		2	2	4	1,264	57
	2010		3	0	3	*	*	2		3	0	3	744	38

	NUMBER TESTED IN GRADE 4											
2008	0	52	6	56	3	4	26	0	27	31	58	10,658
2009	0	41	16	55	1	7	29	0	25	32	57	10,032
2010	0	32	6	36	4	1	9	0	23	15	38	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	78.0	81.5	83.2	83.2
	2009	2.2	81.1	72.8	80.9	87.5
	2010	2.1	68.4	75.7	84.5	82.9

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		26.9	16.7	25.0	*	*	11.5		22.2	29.0	25.9	21.4	58
	2009		26.8	6.3	20.0	*	14.3	6.9		12.0	28.1	21.1	21.0	57
	2010		18.8	16.7	16.7	*	*	0.0		13.0	26.7	18.4	23.8	38

	NUMBER TESTED IN GRADE 4											
2008	0	52	6	56	3	4	26	0	27	31	58	10,658
2009	0	41	16	55	1	7	29	0	25	32	57	10,032
2010	0	32	6	36	4	1	9	0	23	15	38	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		61.8	88.9	64.4	*		52.6		65.5	65.7	65.6	71.9	64
	2009		76.8	85.7	79.0	71.4	*	65.9		79.3	77.1	78.1	75.1	64
	2010		84.8	100.0	90.0		100.0	87.5		87.0	92.9	90.2	81.4	51

	NUMBER TESTED IN GRADE 5											
2008	0	55	9	59	2	0	38	0	29	35	64	10,686
2009	0	56	7	62	7	3	41	0	29	35	64	10,675
2010	0	33	18	50	0	9	24	0	23	28	51	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		21	1	21	*		18		10	12	22	3,005	64
	2009		13	1	13	2	*	14		6	8	14	2,656	64
	2010		5	0	5		0	3		3	2	5	1,965	51

NUMBER TESTED IN GRADE 5													
2008	0	55	9	59	2	0	38	0	29	35	64	10,686	
2009	0	56	7	62	7	3	41	0	29	35	64	10,675	
2010	0	33	18	50	0	9	24	0	23	28	51	10,576	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2008	80.3	83.5	81.4	64.9
	2009	85.0	87.5	84.4	65.6
	2010	87.6	91.3	86.3	78.6

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		18.2	0.0	15.3	*		2.6		20.7	11.4	15.6	24.8	64
	2009		21.4	14.3	21.0	0.0	*	12.2		31.0	11.4	20.3	28.7	64
	2010		33.3	38.9	34.0		22.2	25.0		43.5	28.6	35.3	32.8	51

	NUMBER TESTED IN GRADES 5											
2008	0	55	9	59	2	0	38	0	29	35	64	10,686
2009	0	56	7	62	7	3	41	0	29	35	64	10,675
2010	0	33	18	50	0	9	24	0	23	28	51	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			83.3	81.8	*	83.3	83.3		*	100.0	83.3	89.4	12
	2010			61.5	61.5		61.5	*		62.5	*	61.5	84.5	13
4	2008												67.0	0
	2009												72.7	0
	2010			78.6	78.6	*	78.6	83.3		100.0	57.1	78.6	84.4	14
ALL	2008												—	0
	2009			83.3	81.8	*	83.3	83.3		*	100.0	83.3	—	12
	2010			70.4	70.4	*	70.4	63.6		80.0	58.3	70.4	—	27

NUMBER TESTED IN GRADES ALL													
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	12	11	1	12	12	0	5	7	12	—	
2010	0	0	27	27	1	27	11	0	15	12	27	—	

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			2	2	*	2	2		*	0	2	514	12
	2010			5	5		5	*		3	*	5	863	13
4	2008												215	0
	2009												268	0
	2010			3	3	*	3	1		0	3	3	651	14
ALL	2008												—	0
	2009			2	2	*	2	2		*	0	2	—	12
	2010			8	8	*	8	4		3	5	8	—	27

NUMBER TESTED IN GRADES ALL													
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	12	11	1	12	12	0	5	7	12	—	
2010	0	0	27	27	1	27	11	0	15	12	27	—	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2008				
	2009	73.3	84.5	77.8	74.0
	2010	56.9	80.2	70.5	78.8
4	2008				
	2009				
	2010	75.7	74.1	87.8	77.9
ALL	2008				
	2009	73.3	84.5	77.8	74.0
	2010	66.7	77.1	79.5	78.3

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	0
	2009			41.7	45.5	*	41.7	41.7		*	57.1	41.7	30.4	12
	2010			23.1	23.1		23.1	*		12.5	*	23.1	39.6	13
4	2008												13.5	0
	2009												19.9	0
	2010			28.6	28.6	*	28.6	16.7		28.6	28.6	28.6	34.4	14
ALL	2008												—	0
	2009			41.7	45.5	*	41.7	41.7		*	57.1	41.7	—	12
	2010			25.9	25.9	*	25.9	9.1		20.0	33.3	25.9	—	27

NUMBER TESTED IN ALL GRADES													
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	12	11	1	12	12	0	5	7	12	—	
2010	0	0	27	27	1	27	11	0	15	12	27	—	

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			92.9	92.9	*	92.9	83.3		85.7	100.0	92.9	93.7	14

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	14	14	1	14	6	0	7	7	14	14	4,216

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Spec Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2008												121	0
	2009												127	0
	2010			1	1	*	1	1		1	0	1	266	14

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	14	14	1	14	6	0	7	7	14	14	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	2.1	83.9	91.1	89.3	80.4

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			14.3	14.3	*	14.3	16.7		14.3	14.3	14.3	30.4	14

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	14	14	1	14	6	0	7	7	14	14	4,216

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008		*		*	*		*		*	*	*	77.7	3
	2009		*		*	*		*		*		*	87.7	1
	2010		*		*	*		*		*		*	81.1	1
4	2008		66.7		66.7	66.7		*		*	*	66.7	70.7	6
	2009		*	*	57.1	57.1		*		*	*	57.1	71.8	7
	2010		71.4	*	75.0	75.0		66.7		66.7	*	75.0	75.8	8
5	2008		*	*	*	*	*	*		*	*	*	73.3	5
	2009		75.0		75.0	75.0		*		*	*	75.0	80.3	8
	2010		*	*	*	*	*	*		*	*	*	93.9	3
3-5	2008		61.5	*	57.1	57.1	*	70.0		70.0	*	57.1	73.7	14
	2009		76.9	*	68.8	68.8		100.0		66.7	71.4	68.8	79.2	16
	2010		77.8	*	83.3	83.3	*	80.0		77.8	*	83.3	84.8	12

NUMBER TESTED IN GRADES 3-5													
2008	0	13	1	14	14	1	10	0	10	4	14	1,807	
2009	0	13	3	16	16	0	7	0	9	7	16	1,867	
2010	0	9	3	12	12	1	10	0	9	3	12	1,749	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008		*		*	*		*		*	*	*	116	3
	2009		*		*	*		*		*		*	60	1
	2010		*		*	*		*		*		*	96	1
4	2008		2		2	2		*		*	*	2	181	6
	2009		*	*	3	3		*		*	*	3	192	7
	2010		2	*	2	2		2		2	*	2	126	8
5	2008		*	*	*	*	*	*		*	*	*	179	5
	2009		2		2	2		*		*	*	2	137	8
	2010		*	*	*	*	*	*		*	*	*	44	3
3-5	2008		5	*	6	6	*	3		3	*	6	476	14
	2009		3	*	5	5		0		3	2	5	389	16
	2010		2	*	2	2	*	2		2	*	2	266	12

	NUMBER TESTED IN GRADES 3-5											
2008	0	13	1	14	14	1	10	0	10	4	14	1,807
2009	0	13	3	16	16	0	7	0	9	7	16	1,867
2010	0	9	3	12	12	1	10	0	9	3	12	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	51.4	52.8	44.4	56.3
	2009	46.4	38.1	40.5	33.9
	2010	65.6	66.7	60.4	65.6
5	2008	*	*	*	*
	2009	63.6	72.9	68.8	69.3
	2010	*	*	*	*
3-5	2008	48.9	57.1	50.7	58.6
	2009	56.9	59.4	55.8	53.7
	2010	73.3	70.8	65.3	71.0

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		*		*	*		*		*	*	*	10.8	3
	2009		*		*	*		*		*		*	16.2	1
	2010		*		*	*		*		*		*	19.1	1
4	2008		0.0		0.0	0.0		*		*	*	0.0	9.7	6
	2009		*	*	0.0	0.0		*		*	*	0.0	8.9	7
	2010		14.3	*	12.5	12.5		16.7		0.0	*	12.5	15.2	8
5	2008		*	*	*	*	*	*		*	*	*	14.9	5
	2009		25.0		25.0	25.0		*		*	*	25.0	14.1	8
	2010		*	*	*	*	*	*		*	*	*	15.4	3
3-5	2008		0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	12.0	14
	2009		15.4	*	12.5	12.5		28.6		11.1	14.3	12.5	12.7	16
	2010		22.2	*	25.0	25.0	*	30.0		22.2	*	25.0	16.4	12

	NUMBER TESTED IN GRADES 3-5											
2008	0	13	1	14	14	1	10	0	10	4	14	1,807
2009	0	13	3	16	16	0	7	0	9	7	16	1,867
2010	0	9	3	12	12	1	10	0	9	3	12	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	2
	2009		*		*	*		*		*		*	81.2	2
	2010		*		*	*		*		*		*	78.3	1
4	2008		*		*	*		*		*	*	*	69.1	4
	2009		*	*	50.0	50.0		*		*	*	50.0	75.8	8
	2010		85.7	*	88.9	88.9	*	100.0		85.7	*	88.9	80.6	9
5	2008		*	*	50.0	50.0	*	*		*	*	50.0	64.0	6
	2009		66.7		66.7	66.7		*	*	*	*	66.7	80.2	6
	2010		*	*	*	*	*	*		*	*	*	86.4	3
3-5	2008		63.6	*	58.3	58.3	*	57.1		71.4	40.0	58.3	69.4	12
	2009		69.2	*	62.5	62.5		87.5	*	77.8	42.9	62.5	78.8	16
	2010		88.9	*	92.3	92.3	*	100.0		90.0	*	92.3	82.4	13

	NUMBER TESTED IN GRADES 3-5											
2008	0	11	1	12	12	1	7	0	7	5	12	1,730
2009	0	13	3	16	16	0	8	1	9	7	16	1,743
2010	0	9	4	13	13	2	11	0	10	3	13	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	2
	2009		*		*	*		*		*		*	85	2
	2010		*		*	*		*		*		*	102	1
4	2008		*		*	*		*		*	*	*	173	4
	2009		*	*	4	4		*		*	*	4	157	8
	2010		1	*	1	1	*	0		1	*	1	92	9
5	2008		*	*	3	3	*	*		*	*	3	227	6
	2009		2		2	2		*	*	*	*	2	127	6
	2010		*	*	*	*	*	*		*	*	*	91	3
3-5	2008		4	*	5	5	*	3		2	*	5	529	12
	2009		4	*	6	6		1	*	2	4	6	369	16
	2010		1	*	1	1	*	0		1	*	1	285	13

	NUMBER TESTED IN GRADES 3-5											
2008	0	11	1	12	12	1	7	0	7	5	12	1,730
2009	0	13	3	16	16	0	8	1	9	7	16	1,743
2010	0	9	4	13	13	2	11	0	10	3	13	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	50.0	35.4	42.5	40.0	50.0	41.7
	2010	74.1	57.4	57.8	35.6	59.3	64.8
5	2008	50.0	58.3	66.7	52.8	66.7	60.0
	2009	57.4	52.8	63.9	69.4	66.7	56.7
	2010	*	*	*	*	*	*
3-5	2008	51.5	51.1	61.7	46.4	50.0	55.0
	2009	58.2	50.0	57.7	58.5	56.3	54.6
	2010	74.3	59.7	64.4	42.6	64.1	66.7

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		*		*	*					*	*	16.1	2
	2009		*		*	*		*		*		*	22.3	2
	2010		*		*	*		*		*		*	13.4	1
4	2008		*		*	*		*		*	*	*	14.3	4
	2009		*	*	0.0	0.0		*		*	*	0.0	14.0	8
	2010		0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	20.2	9
5	2008		*	*	16.7	16.7	*	*		*	*	16.7	14.0	6
	2009		16.7		16.7	16.7		*	*	*	*	16.7	17.2	6
	2010		*	*	*	*	*	*		*	*	*	18.9	3
3-5	2008		9.1	*	8.3	8.3	*	0.0		0.0	*	8.3	14.7	12
	2009		23.1	*	18.8	18.8		37.5	*	33.3	0.0	18.8	17.3	16
	2010		0.0	*	7.7	7.7	*	9.1		10.0	*	7.7	17.7	13

NUMBER TESTED IN GRADES 3-5													
2008	0	11	1	12	12	1	7	0	7	5	12	1,730	
2009	0	13	3	16	16	0	8	1	9	7	16	1,743	
2010	0	9	4	13	13	2	11	0	10	3	13	1,615	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the ITBS

Grade	Year	READING TOTAL (**LANGUAGE)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2008		77.1	77.1	57.6	48
	2009	14.3	25.0	22.0	41.9	50
	2010	*	50.0	50.0	40.0	44
1	2008	0.0	61.4	51.9	50.2	52
	2009	15.8	68.8	49.0	54.2	51
	2010	40.0	81.8	64.9	55.2	37
2	2008	20.6	71.0	44.6	50.2	65
	2009	22.7	66.7	44.2	47.9	43
	2010	56.5	86.4	71.1	48.6	45
1-2	2008	16.7	65.3	47.9	50.2	117
	2009	19.5	67.9	46.8	51.0	94
	2010	50.0	84.1	68.3	51.9	82

Number Tested	2008	42	123	165	21,817	
	2009	55	89	144	21,148	
	2010	40	86	126	20,804	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2008	22.2	62.7	56.7	44.9	60
	2009	27.3	40.5	35.6	52.8	59
	2010	86.7	70.5	74.6	51.2	59
1	2008	21.4	62.5	53.2	55.5	62
	2009	36.7	65.6	51.6	50.4	62
	2010	59.3	87.0	72.0	48.8	50
2	2008	24.4	56.3	37.7	57.5	77
	2009	33.3	68.2	49.0	53.2	49
	2010	51.4	95.5	67.8	54.6	59
K-2	2008	23.5	61.1	48.2	52.7	199
	2009	32.9	56.0	45.3	52.3	170
	2010	60.8	80.9	71.4	51.5	168

Number Tested	2008	68	131	199	41,070	
	2009	79	91	170	30,563	
	2010	79	89	168	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		76.6	*	78.3	*				78.6	76.5	77.1	57.6	48
	2009		22.4	*	22.0	*		14.3		15.4	29.2	22.0	41.9	50
	2010	*	48.8	*	47.6	*		*		44.4	58.8	50.0	40.0	44
1	2008		53.1	*	51.9	*	*	0.0		53.3	50.0	51.9	50.2	52
	2009		51.0	*	48.0	*	*	15.8		40.0	52.8	49.0	54.2	51
	2010		65.7	*	64.9	*		40.0		61.1	68.4	64.9	55.2	37
2	2008		45.8	33.3	42.6	*	*	20.6		37.9	50.0	44.6	50.2	65
	2009	*	43.9	*	44.2	*		22.7		36.0	55.6	44.2	47.9	43
	2010		71.4	*	71.1	*	*	56.5		64.3	74.2	71.1	48.6	45
1-2	2008		49.1	33.3	46.9	*	*	16.7		45.8	50.0	47.9	50.2	117
	2009	*	47.8	*	46.2	0.0	*	19.5		37.5	53.7	46.8	51.0	94
	2010		68.8	*	68.3	0.0	*	50.0		62.5	72.0	68.3	51.9	82

Number Tested	2008	0	155	10	159	3	2	42	0	73	92	165	21,817
	2009	1	139	4	143	7	1	55	0	66	78	144	21,148
	2010	2	118	6	124	7	1	40	0	59	67	126	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		17	*	17	*				5	12	17	1,687	48
	2009		0	*	0	*		0		0	0	0	771	50
	2010	*	8	*	8	*		*		6	3	9	758	44
1	2008		10	*	10	*	*	0		3	7	10	1,555	52
	2009		10	*	10	*	*	0		0	10	10	1,659	51
	2010		9	*	10	*		3		4	6	10	1,729	37
2	2008		11	0	9	*	*	1		2	9	11	1,065	65
	2009	*	3	*	3	*		1		1	2	3	1,027	43
	2010		9	*	10	*	*	3		2	8	10	954	45
1-2	2008		21	0	19	*	*	1		5	16	21	2,620	117
	2009	*	13	*	13	0	*	1		1	12	13	2,688	94
	2010		18	*	20	0	*	6		6	14	20	2,683	82
Number Tested	2008	0	155	10	159	3	2	42	0	73	92	165	21,817	
	2009	1	139	4	143	7	1	55	0	66	78	144	21,148	
	2010	2	118	6	124	7	1	40	0	59	67	126	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		68.1	15.4	55.2	*	16.7	22.2		52.6	58.5	56.7	44.9	60
	2009		32.0	55.6	35.6	*	62.5	27.3		35.5	35.7	35.6	52.8	59
	2010	*	70.7	87.5	75.4	*	90.9	86.7		75.8	73.1	74.6	51.2	59
1	2008		60.0	25.0	53.2	*	11.1	21.4		54.5	51.7	53.2	55.5	62
	2009		50.0	58.3	50.8	*	63.6	36.7		42.1	55.8	51.6	50.4	62
	2010		80.0	53.3	72.0	*	50.0	59.3		58.3	84.6	72.0	48.8	50
2	2008		34.4	50.0	37.0	*	45.5	24.4		33.3	41.5	37.7	57.5	77
	2009	*	48.8	57.1	49.0	*	*	33.3		51.9	45.5	49.0	53.2	49
	2010		78.0	44.4	67.8	*	37.5	51.4		55.0	74.4	67.8	54.6	59
K-2	2008		52.5	31.7	47.7	*	25.0	23.5		45.5	50.5	48.2	52.7	199
	2009	*	43.3	57.1	45.0	0.0	62.5	32.9		42.9	47.3	45.3	52.3	170
	2010	*	76.1	61.2	71.7	0.0	56.4	60.8		64.9	76.9	71.4	51.5	168

Number Tested	2008	0	158	41	193	5	32	68	0	88	111	199	41,070
	2009	1	141	28	169	7	24	79	0	77	93	170	30,563
	2010	2	117	49	166	6	39	79	0	77	91	168	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	1	16	*	1	1		5	13	18	2,788	60
	2009		5	0	5	*	0	0		2	3	5	2,455	59
	2010	*	13	11	25	*	8	10		12	13	25	2,358	59
1	2008		16	0	16	*	0	1		8	8	16	2,800	62
	2009		6	2	8	*	2	3		1	7	8	1,577	62
	2010		10	2	12	*	1	1		5	7	12	2,266	50
2	2008		8	3	10	*	1	2		3	8	11	2,912	77
	2009	*	4	1	5	*	*	2		3	2	5	1,686	49
	2010		22	3	25	*	2	15		9	16	25	2,484	59
K-2	2008		41	4	42	*	2	4		16	29	45	8,500	199
	2009	*	15	3	18	0	3	5		6	12	18	5,718	170
	2010	*	45	16	62	0	11	26		26	36	62	7,108	168

Number Tested	2008	0	158	41	193	5	32	68	0	88	111	199	41,070
	2009	1	141	28	169	7	24	79	0	77	93	170	30,563
	2010	2	117	49	166	6	39	79	0	77	91	168	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		64.0	41.7	59.7	*	33.3	42.9		66.7	51.7	59.7	65.7	62
	2009		66.7	100.0	71.7	*	100.0	100.0		77.8	71.8	72.6	66.0	62
	2010		80.0	80.0	80.0	*	75.0	70.4		66.7	92.3	80.0	63.5	50
2	2008		43.3	56.3	45.8	*	63.6	35.6		41.7	50.0	46.1	64.0	76
	2009	*	57.9	66.7	57.8	*	*	63.6		54.2	61.9	57.1	60.9	49
	2010		78.0	66.7	74.6	*	68.8	67.6		65.0	79.5	74.6	61.4	59
1-2	2008		52.7	50.0	52.2	*	50.0	37.3		53.6	50.7	52.2	64.9	138
	2009	*	62.7	88.9	65.3	*	93.3	81.8		64.3	68.3	65.8	63.5	111
	2010		78.9	72.7	77.1	*	71.4	68.8		65.9	84.6	77.1	62.5	109

Number Tested	2008	0	110	28	134	3	20	59	0	69	69	138	27,631
	2009	1	83	18	98	2	15	22	0	42	60	111	27,480
	2010	0	76	33	109	5	28	64	0	44	65	109	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		17	2	19	*	0	2		9	10	19	4,546	62
	2009		14	10	23	*	9	9		7	17	25	4,597	62
	2010		15	6	21	*	5	9		9	12	21	4,129	50
2	2008		5	3	7	*	2	3		4	4	8	2,557	76
	2009	*	6	3	9	*	*	4		3	6	10	3,822	49
	2010		22	5	27	*	4	17		10	17	27	3,776	59
1-2	2008		22	5	26	*	2	5		13	14	27	7,103	138
	2009	*	20	13	32	*	12	13		10	23	35	8,419	111
	2010		37	11	48	*	9	26		19	29	48	7,905	109

Number Tested	2008	0	110	28	134	3	20	59	0	69	69	138	27,631
	2009	1	83	18	98	2	15	22	0	42	60	111	27,480
	2010	0	76	33	109	5	28	64	0	44	65	109	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			61.5	61.5		61.5	66.7		*	50.0	61.5	87.0	13
	2009			100.0	100.0		100.0	100.0		*	*	100.0	88.6	8
	2010			86.7	86.7		90.9	92.3		66.7	100.0	86.7	89.3	15
1	2008			55.6	55.6	*	50.0	57.1		*	66.7	55.6	88.0	9
	2009			80.0	80.0		80.0	80.0		*	83.3	80.0	88.6	10
	2010			84.6	84.6		83.3	83.3		83.3	85.7	84.6	89.1	13
2	2008			63.6	63.6		63.6	63.6		42.9	*	63.6	93.4	11
	2009			*	*		*	*		*	*	*	94.0	5
	2010			86.7	86.7		86.7	86.7		83.3	88.9	86.7	93.8	15
K-2	2008			60.6	60.6	*	59.4	63.0		53.3	66.7	60.6	89.3	33
	2009			87.0	87.0		87.0	87.0		90.0	84.6	87.0	90.4	23
	2010			86.0	86.0		86.8	87.5		77.8	92.0	86.0	90.7	43

Number Tested	2008	0	0	33	33	1	32	27	0	15	18	33	18,257
	2009	0	0	23	23	0	23	23	0	10	13	23	19,076
	2010	0	0	43	43	0	38	40	0	18	25	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			2	2		2	2		*	1	2	3,280	13
	2009			4	4		4	4		*	*	4	3,525	8
	2010			8	8		6	8		2	6	8	3,523	15
1	2008			0	0	*	0	0		*	0	0	2,412	9
	2009			3	3		3	3		*	1	3	2,523	10
	2010			4	4		4	4		1	3	4	2,529	13
2	2008			4	4		4	4		2	*	4	2,596	11
	2009			*	*		*	*		*	*	*	2,909	5
	2010			4	4		4	4		1	3	4	3,040	15
K-2	2008			6	6	*	6	6		3	3	6	8,288	33
	2009			8	8		8	8		5	3	8	8,957	23
	2010			16	16		14	16		4	12	16	9,092	43

Number Tested	2008	0	0	33	33	1	32	27	0	15	18	33	18,257
	2009	0	0	23	23	0	23	23	0	10	13	23	19,076
	2010	0	0	43	43	0	38	40	0	18	25	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
5	1	0.0	0	-	0	-	1	0.0
ALL	1	0.0	0	-	0	-	1	0.0

PERFORMANCE IN 2010

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2010 Level	N	%	N	%	N	%	N	%	N	%
KN (17)	Beginning	16	94.1	16	94.1	17	100.0	17	100.0	17	100.0
	Intermediate	1	5.9	1	5.9	0	0.0	0	0.0	0	0.0
	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
1 (14)	Beginning	11	78.6	9	64.3	13	92.9	13	92.9	13	92.9
	Intermediate	3	21.4	5	35.7	1	7.1	1	7.1	1	7.1
	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 (17)	Beginning	1	5.9	1	5.9	9	52.9	4	23.5	4	23.5
	Intermediate	3	17.6	7	41.2	2	11.8	8	47.1	8	47.1
	Advanced	7	41.2	7	41.2	3	17.6	1	5.9	1	5.9
	Advanced High	6	35.3	2	11.8	3	17.6	4	23.5	4	23.5
3 (13)	Beginning	0	0.0	0	0.0	0	0.0	1	7.7	0	0.0
	Intermediate	0	0.0	3	23.1	4	30.8	5	38.5	6	46.2
	Advanced	7	53.8	3	23.1	5	38.5	4	30.8	4	30.8
	Advanced High	6	46.2	7	53.8	4	30.8	3	23.1	3	23.1
4 (16)	Beginning	0	0.0	0	0.0	3	18.8	2	12.5	2	12.5
	Intermediate	6	37.5	6	37.5	7	43.8	4	25.0	4	25.0
	Advanced	8	50.0	8	50.0	6	37.5	4	25.0	4	25.0
	Advanced High	2	12.5	2	12.5	0	0.0	6	37.5	6	37.5

PROGRESSION FROM
2009 TO 2010


Number Rated Both Years		2009 Level			
N (%) Progressed	2010 Level	Beg	Int	Adv	Adv High
— —	Beginning	—			
	Intermediate	—	—		
	Advanced	—	—	—	
	Advanced High	—	—	—	
9 1 (11.1%)	Beginning	8			
	Intermediate	1	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
15 10 (66.7%)	Beginning	4			
	Intermediate	5	1		
	Advanced	0	1	0	
	Advanced High	0	1	3	
7 2 (28.6%)	Beginning	0			
	Intermediate	0	3		
	Advanced	0	1	2	
	Advanced High	0	0	1	
6 4 (66.7%)	Beginning	1			
	Intermediate	0	0		
	Advanced	0	2	1	
	Advanced High	0	0	2	

PERFORMANCE IN 2010

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2010 Level	N	%	N	%	N	%	N	%	N	%
5 (10)	Beginning	1	10.0	1	10.0	1	10.0	1	10.0	1	10.0
	Intermediate	1	10.0	1	10.0	4	40.0	0	0.0	0	0.0
	Advanced	3	30.0	3	30.0	5	50.0	2	20.0	2	20.0
	Advanced High	5	50.0	5	50.0	0	0.0	7	70.0	7	70.0
ALL (87)	Beginning	29	33.3	27	31.0	43	49.4	38	43.7	37	42.5
	Intermediate	14	16.1	23	26.4	18	20.7	18	20.7	19	21.8
	Advanced	25	28.7	21	24.1	19	21.8	11	12.6	11	12.6
	Advanced High	19	21.8	16	18.4	7	8.0	20	23.0	20	23.0

PROGRESSION FROM
2009 TO 2010

Number Rated Both Years		2009 Level			
N (%) Progressed	2010 Level	Beg	Int	Adv	Adv High
<div>3</div> <div>2 (66.7%)</div>	Beginning	1			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	2	
<div>40</div> <div>19 (47.5%)</div>	Beginning	14			
	Intermediate	6	4		
	Advanced	0	4	3	
	Advanced High	0	1	8	

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