

Campus Data Packet

for 2010-11 planning

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



ROBERT L. THORNTON

School Number 215

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2009-10 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- More detailed information is available in ENROLLMENT and TEACHER reports.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2009-10. They are counted as new if they were not enrolled in a district campus before the last day of the 2008-09 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2008-09 and 2009-10.

ATTENDANCE

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- “Average daily membership” is the total number of school days students were ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled for a minimum number of instructional days between the beginning of the school year and the first day of the main TAKS testing period. This number varies from 125 to 130 depending on the calendar in a particular school year.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

TAKS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- TAKS statistics include both TAKS and TAKS-Accommodated results.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- Cell shading for percentage meeting standard is based on the AEIS or AYP minimum requirement for 2011, whichever is higher for the subject test.
- READING and MATHEMATICS statistics for SSI grades (3, 5, and 8) are based on scores cumulative through the second administration.

TAKS-M (Modified)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- READING and MATHEMATICS statistics for SSI grades (3, 5, and 8) are based on scores cumulative through the second administration.

SCE COMPLIANCE and ITBS / ITED / LOGRAMOS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are based on demographic data in the Dallas ISD student database.
- Kindergarten ITBS reading and mathematics results for all three years are for the Language subtest and Mathematics subtest. All other grades' results reflect Reading Total or Mathematics Total performance. (The Reading and Mathematics Total summaries are not available with use of the level 5R form administered to kindergartners.) Logramos reading summaries are for Reading Total. The “number tested” statistics include kindergartners.
- NEED notes for Math COMPUTATION pages.

TELPAS

- Students are counted as having tested if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student's composite rating did not increase at least one level from 2009 to 2010, the TEA did not report the 2009 composite rating.
- If a student is rated as advanced high in 2010, the TEA does not differentiate between the advanced and advanced high levels from 2009.

STUDENT ENROLLMENT

Grade	Enrollment
PK	30
KN	89
1	82
2	85
3	87
4	89
5	75
ALL	537

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percentage	Number	Percentage
African American	519	96.6	30	85.7
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	16	3.0	0	0.0
White	2	0.4	5	14.3
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	493	91.8
Limited English proficient students	12	2.2
Special education students	23	4.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2008	43	40	93.0	0	0.0	0	0.0	3	7.0	0	0.0
	2009	44	44	100.0	0	0.0	0	0.0	0	0.0	0	0.0
	2010	30	29	96.7	0	0.0	0	0.0	1	3.3	0	0.0
KN	2008	79	75	94.9	0	0.0	0	0.0	2	2.5	2	2.5
	2009	74	70	94.6	0	0.0	0	0.0	4	5.4	0	0.0
	2010	89	87	97.8	0	0.0	0	0.0	1	1.1	1	1.1
1	2008	97	92	94.8	0	0.0	0	0.0	3	3.1	2	2.1
	2009	83	81	97.6	0	0.0	0	0.0	1	1.2	1	1.2
	2010	82	76	92.7	0	0.0	0	0.0	6	7.3	0	0.0
2	2008	87	86	98.9	0	0.0	0	0.0	1	1.1	0	0.0
	2009	93	88	94.6	0	0.0	0	0.0	4	4.3	1	1.1
	2010	85	83	97.6	0	0.0	0	0.0	2	2.4	0	0.0
3	2008	76	75	98.7	0	0.0	0	0.0	1	1.3	0	0.0
	2009	85	84	98.8	0	0.0	0	0.0	1	1.2	0	0.0
	2010	87	82	94.3	0	0.0	0	0.0	4	4.6	1	1.1
4	2008	79	77	97.5	0	0.0	0	0.0	1	1.3	1	1.3
	2009	74	73	98.6	0	0.0	0	0.0	1	1.4	0	0.0
	2010	89	88	98.9	0	0.0	0	0.0	1	1.1	0	0.0
5	2008	92	89	96.7	0	0.0	0	0.0	2	2.2	1	1.1
	2009	67	64	95.5	0	0.0	0	0.0	2	3.0	1	1.5
	2010	75	74	98.7	0	0.0	0	0.0	1	1.3	0	0.0
PK-5	2008	562	542	96.4	0	0.0	0	0.0	14	2.5	6	1.1
	2009	531	512	96.4	0	0.0	0	0.0	16	3.0	3	0.6
	2010	537	519	96.6	0	0.0	0	0.0	16	3.0	2	0.4

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	3	7.0	0	0.0	0	0.0	43	100.0	0.0
	2009	44	44	100.0	0	0.0	0	0.0	0	0.0	44	100.0	0.0
	2010	30	30	100.0	1	3.3	0	0.0	0	0.0	30	100.0	0.0
KN	2008	79	73	92.4	0	0.0	3	3.8	2	2.5	32	40.5	1.3
	2009	74	67	90.5	4	5.4	1	1.4	0	0.0	32	43.2	0.0
	2010	89	83	93.3	0	0.0	0	0.0	0	0.0	38	42.7	1.1
1	2008	97	89	91.8	2	2.1	3	3.1	8	8.2	11	11.3	9.3
	2009	83	78	94.0	0	0.0	5	6.0	3	3.6	6	7.2	6.0
	2010	82	75	91.5	6	7.3	4	4.9	0	0.0	10	12.2	1.2
2	2008	87	75	86.2	1	1.1	2	2.3	13	14.9	11	12.6	1.1
	2009	93	88	94.6	3	3.2	3	3.2	12	12.9	5	5.4	1.1
	2010	85	76	89.4	0	0.0	3	3.5	10	11.8	9	10.6	3.5
3	2008	76	64	84.2	1	1.3	1	1.3	10	13.2	5	6.6	6.6
	2009	85	74	87.1	1	1.2	4	4.7	13	15.3	4	4.7	2.4
	2010	87	81	93.1	3	3.4	5	5.7	12	13.8	9	10.3	2.3
4	2008	79	70	88.6	0	0.0	5	6.3	8	10.1	4	5.1	2.5
	2009	74	68	91.9	1	1.4	3	4.1	8	10.8	10	13.5	2.7
	2010	89	79	88.8	1	1.1	6	6.7	15	16.9	4	4.5	0.0
5	2008	92	83	90.2	2	2.2	8	8.7	14	15.2	8	8.7	2.2
	2009	67	63	94.0	1	1.5	1	1.5	6	9.0	5	7.5	0.0
	2010	75	69	92.0	1	1.3	5	6.7	9	12.0	6	8.0	0.0
PK-5	2008	562	504	89.7	9	1.6	31	5.5	55	9.8	118	21.0	4.6
	2009	531	491	92.5	10	1.9	28	5.3	42	7.9	111	20.9	3.0
	2010	537	493	91.8	12	2.2	23	4.3	46	8.6	106	19.7	1.3

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	76.1	13,568.1	72.6	95.4	13,004.4	95.8	20	26.3	23.5	65	11,618	85.4	85.6
	2009	72.7	13,515.0	69.0	94.9	12,939.1	95.7	10	13.8	22.5	61	11,501	83.9	85.1
	2010	89.8	13,234.2	85.8	95.6	12,616.4	95.3	14	15.6	21.6	75	11,233	83.5	84.9
1	2008	94.8	14,626.9	91.6	96.5	14,102.7	96.4	18	19.0	21.2	83	12,704	87.5	86.9
	2009	79.7	14,250.8	76.8	96.3	13,719.9	96.3	19	23.8	20.7	68	12,300	85.3	86.3
	2010	80.4	13,848.4	77.4	96.3	13,286.3	95.9	7	8.7	20.2	75	11,978	93.3	86.5
2	2008	81.7	13,708.6	79.5	97.2	13,269.8	96.8	17	20.8	19.7	73	12,043	89.3	87.9
	2009	93.7	13,950.1	90.4	96.5	13,499.0	96.8	10	10.7	18.6	86	12,231	91.8	87.7
	2010	84.9	13,440.8	82.1	96.7	12,947.4	96.3	10	11.8	19.0	77	11,794	90.7	87.7
3	2008	77.4	12,806.9	74.6	96.4	12,425.5	97.0	11	14.2	19.1	66	11,408	85.3	89.1
	2009	87.1	13,095.5	84.6	97.2	12,710.6	97.1	8	9.2	18.3	81	11,634	93.0	88.8
	2010	84.9	13,291.1	81.4	95.9	12,853.9	96.7	16	18.9	17.7	77	11,815	90.7	88.9
4	2008	76.5	12,329.8	73.2	95.7	11,960.3	97.0	10	13.1	19.7	67	10,924	87.6	88.6
	2009	71.6	12,156.4	68.4	95.5	11,789.9	97.0	10	14.0	18.1	61	10,731	85.2	88.3
	2010	85.8	12,299.7	82.9	96.6	11,900.0	96.8	12	14.0	17.2	78	10,987	90.9	89.3
5	2008	92.4	11,874.2	90.3	97.7	11,539.6	97.2	17	18.4	18.8	82	10,608	88.7	89.3
	2009	65.2	11,903.5	64.1	98.4	11,552.9	97.1	10	15.3	17.5	61	10,563	93.6	88.7
	2010	74.0	11,687.8	71.9	97.1	11,310.1	96.8	7	9.5	17.0	68	10,453	91.9	89.4
KN-5	2008	528.1	83,438.7	509.1	96.4	80,606.0	96.6	142	26.9	31.9	480	76,970	90.9	92.2
	2009	500.5	83,476.5	482.2	96.3	80,586.5	96.5	118	23.6	30.9	463	76,517	92.5	91.7
	2010	499.9	77,802.0	481.5	96.3	74,914.0	96.3	66	13.2	18.9	450	68,260	90.0	87.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percentage
African American	30	85.7
Hispanic	0	0.0
White	5	14.3
Other	0	0.0

Gender	Number	Percentage
Female	31	88.6
Male	4	11.4

TOTAL	35
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AVERAGE NUMBER OF ABSENCES

2008	11.1
2009	8.6
2010	7.1

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008		84.7	*	79.7	*	*	62.5	*	81.1	84.6	82.9	86.2	76
	2009		82.9	*	80.6	*	*	62.5		85.7	80.5	83.1	87.1	83
	2010	*	75.6	*	76.8	*	*	56.8		73.2	80.4	77.0	85.4	87
4	2008	*	58.6	*	55.6	*		36.4		48.8	68.8	57.5	72.1	73
	2009		72.1	*	71.2		*	50.0		68.6	76.5	72.5	75.5	69
	2010		59.8	*	60.3		*	30.0		51.4	67.4	60.2	77.9	83
5	2008	*	75.0	*	71.6	*	*	62.8	*	76.2	73.8	75.0	82.9	84
	2009	*	96.6	*	96.7		*	93.3		93.3	100.0	96.8	82.2	62
	2010		76.8	*	75.0		*	50.0		69.7	83.8	77.1	86.1	70
3-5	2008	*	73.0	*	69.2	*	*	54.6	*	68.3	76.1	72.1	80.3	233
	2009	*	83.3	*	82.3	*	*	68.5		82.2	85.0	83.6	81.1	214
	2010	*	70.4	100.0	70.8	*	*	46.4		64.9	76.7	71.3	83.4	240

NUMBER TESTED IN GRADES 3-5													
2008	2	222	4	201	4	3	108	4	120	113	233	31,840	
2009	1	209	4	198	3	3	92	0	107	107	214	28,282	
2010	1	233	6	219	3	5	97	0	111	129	240	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		11	*	13	*	*	12	*	7	6	13	1,443	76
	2009		14	*	14	*	*	12		6	8	14	981	83
	2010	*	20	*	19	*	*	16		11	9	20	1,039	87
4	2008	*	29	*	28	*		21		21	10	31	2,996	73
	2009		19	*	19		*	15		11	8	19	2,489	69
	2010		33	*	29		*	21		18	15	33	1,640	83
5	2008	*	20	*	21	*	*	16	*	10	11	21	1,827	84
	2009	*	2	*	2		*	2		2	0	2	1,874	62
	2010		16	*	16		*	15		10	6	16	1,427	70
3-5	2008	*	60	*	62	*	*	49	*	38	27	65	6,266	233
	2009	*	35	*	35	*	*	29		19	16	35	5,344	214
	2010	*	69	0	64	*	*	52		39	30	69	4,106	240

NUMBER TESTED IN GRADES 3-5													
2008	2	222	4	201	4	3	108	4	120	113	233	31,840	
2009	1	209	4	198	3	3	92	0	107	107	214	28,282	
2010	1	233	6	219	3	5	97	0	111	129	240	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	76.1	80.3	80.5	74.5
	2009	74.5	81.1	81.9	80.3
	2010	73.8	70.0	74.5	68.8
4	2008	74.8	68.5	70.5	65.2
	2009	80.1	73.2	68.7	71.9
	2010	71.5	73.8	74.9	66.5
5	2008	75.3	77.8	76.2	70.0
	2009	83.3	78.8	84.1	75.8
	2010	79.3	78.4	78.4	74.6
3-5	2008	75.4	75.7	75.8	70.0
	2009	78.8	77.9	78.3	76.3
	2010	74.6	73.7	75.8	69.7

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		25.0	*	20.3	*	*	6.3	*	18.9	30.8	25.0	21.5	76
	2009		29.3	*	25.0	*	*	9.4		23.8	36.6	30.1	34.0	83
	2010	*	17.1	*	18.3	*	*	5.4		12.2	23.9	18.4	37.1	87
4	2008	*	2.9	*	1.6	*		0.0		0.0	6.3	2.7	14.4	73
	2009		10.3	*	10.6		*	6.7		17.1	5.9	11.6	18.3	69
	2010		8.5	*	8.2		*	3.3		8.1	10.9	9.6	19.4	83
5	2008	*	12.5	*	12.2	*	*	2.3	*	14.3	9.5	11.9	16.5	84
	2009	*	15.3	*	15.0		*	6.7		16.7	12.5	14.5	18.3	62
	2010		14.5	*	10.9		*	0.0		15.2	16.2	15.7	23.6	70
3-5	2008	*	13.5	*	11.4	*	*	2.8	*	10.8	15.9	13.3	17.4	233
	2009	*	19.1	*	17.2	*	*	7.6		19.6	19.6	19.6	22.5	214
	2010	*	13.3	50.0	12.8	*	*	3.1		11.7	17.1	14.6	26.2	240

NUMBER TESTED IN GRADES 3-5													
2008	2	222	4	201	4	3	108	4	120	113	233	31,840	
2009	1	209	4	198	3	3	92	0	107	107	214	28,282	
2010	1	233	6	219	3	5	97	0	111	129	240	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	*	53.1	*	*	28.1	*	64.9	53.8	59.2	76.6	76
	2009		56.8	*	56.3	*	*	32.3		53.7	61.0	57.3	76.8	82
	2010	*	56.1	*	57.3	*	*	32.4		61.0	52.2	56.3	78.2	87
4	2008	*	65.2	*	66.1	*		42.4		70.0	59.4	65.3	77.9	72
	2009		73.5	*	72.7		*	60.0		74.3	73.5	73.9	78.9	69
	2010		69.9	*	69.9	*	*	40.0		70.3	70.2	70.2	81.8	84
5	2008	*	59.5	*	54.5	*	*	35.6	*	68.9	50.0	59.8	84.0	87
	2009	*	88.1	*	87.5		*	80.0		90.3	85.7	87.9	86.2	66
	2010		87.0	*	85.9		*	76.7		81.8	91.9	87.1	87.7	70
3-5	2008	*	61.8	*	57.6	*	*	35.5	*	68.0	54.0	61.3	79.5	235
	2009	*	71.2	*	71.6	*	*	57.1		71.0	72.7	71.9	80.5	217
	2010	*	70.1	66.7	69.9	*	*	48.5		70.3	70.0	70.1	82.3	241

NUMBER TESTED IN GRADES 3-5													
2008	2	225	4	203	5	3	110	4	122	113	235	32,696	
2009	1	208	4	201	2	3	91	0	107	110	217	33,885	
2010	1	234	6	219	4	5	97	0	111	130	241	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		28	*	30	*	*	23	*	13	18	31	2,542	76
	2009		35	*	31	*	*	21		19	16	35	2,856	82
	2010	*	36	*	35	*	*	25		16	22	38	2,739	87
4	2008	*	24	*	21	*		19		12	13	25	2,436	72
	2009		18	*	18		*	12		9	9	18	2,263	69
	2010		25	*	22	*	*	18		11	14	25	2,101	84
5	2008	*	34	*	35	*	*	29	*	14	21	35	1,730	87
	2009	*	7	*	8		*	6		3	5	8	1,495	66
	2010		9	*	9		*	7		6	3	9	1,314	70
3-5	2008	*	86	*	86	*	*	71	*	39	52	91	6,708	235
	2009	*	60	*	57	*	*	39		31	30	61	6,614	217
	2010	*	70	2	66	*	*	50		33	39	72	6,154	241

NUMBER TESTED IN GRADES 3-5													
2008	2	225	4	203	5	3	110	4	122	113	235	32,696	
2009	1	208	4	201	2	3	91	0	107	110	217	33,885	
2010	1	234	6	219	4	5	97	0	111	130	241	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	70.3	74.3	76.1	67.8	78.9	62.5
	2009	65.7	68.1	74.0	62.8	70.4	59.5
	2010	67.9	69.2	65.3	60.0	69.8	53.6
4	2008	77.0	77.6	65.7	70.6	70.1	66.7
	2009	83.8	76.4	74.2	72.7	79.0	68.1
	2010	79.7	75.5	66.9	62.9	73.8	69.0
5	2008	68.3	67.8	67.2	67.3	56.9	69.0
	2009	87.3	82.9	88.5	74.0	81.4	76.5
	2010	80.6	76.9	79.8	72.7	78.6	72.1
3-5	2008	71.6	72.9	69.6	68.5	68.1	66.2
	2009	78.0	75.2	78.5	69.4	76.5	67.4
	2010	75.7	73.6	70.1	64.7	73.8	64.4

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		16.7	*	15.6	*	*	3.1	*	16.2	17.9	17.1	26.3	76
	2009		13.6	*	12.7	*	*	3.2		9.8	17.1	13.4	28.8	82
	2010	*	4.9	*	4.9	*	*	0.0		2.4	6.5	4.6	21.3	87
4	2008	*	10.1	*	8.1	*		0.0		10.0	9.4	9.7	23.8	72
	2009		27.9	*	28.8		*	13.3		34.3	23.5	29.0	31.4	69
	2010		18.1	*	19.2	*	*	6.7		18.9	17.0	17.9	29.1	84
5	2008	*	6.0	*	5.2	*	*	2.2	*	6.7	4.8	5.7	31.9	87
	2009	*	28.8	*	31.3		*	20.0		25.8	37.1	31.8	37.9	66
	2010		27.5	*	26.6		*	3.3		33.3	24.3	28.6	34.5	70
3-5	2008	*	10.7	*	9.4	*	*	1.8	*	10.7	10.6	10.6	27.3	235
	2009	*	22.6	*	23.9	*	*	12.1		22.4	25.5	24.0	32.5	217
	2010	*	16.2	16.7	16.0	*	*	3.1		17.1	15.4	16.2	27.9	241

NUMBER TESTED IN GRADES 3-5													
2008	2	225	4	203	5	3	110	4	122	113	235	32,696	
2009	1	208	4	201	2	3	91	0	107	110	217	33,885	
2010	1	234	6	219	4	5	97	0	111	130	241	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	*	91.7	*	90.8	*		85.3		88.1	96.9	91.9	87.4	74
	2009		82.6	*	84.8		*	74.2		75.0	91.2	82.9	87.4	70
	2010		90.0	*	88.6	*	*	76.7		89.2	90.9	90.1	89.8	81

NUMBER TESTED IN GRADE 4													
2008	1	72	1	65	1	0	34	0	42	32	74	10,658	
2009	0	69	1	66	0	1	31	0	36	34	70	10,032	
2010	0	80	1	70	1	1	30	0	37	44	81	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	*	6	*	6	*		5		5	1	6	1,348	74
	2009		12	*	10		*	8		9	3	12	1,264	70
	2010		8	*	8	*	*	7		4	4	8	744	81

NUMBER TESTED IN GRADE 4													
2008	1	72	1	65	1	0	34	0	42	32	74	10,658	
2009	0	69	1	66	0	1	31	0	36	34	70	10,032	
2010	0	80	1	70	1	1	30	0	37	44	81	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	2.4	80.7	81.4	85.8	86.7
	2009	2.3	83.6	78.6	82.7	91.1
	2010	2.4	67.6	77.8	79.5	81.3

¹Average rating on written composition. TAKS compositions are rated on a scale of 1 to 4.

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2008	*	38.9	*	36.9	*		11.8		33.3	46.9	39.2	21.4	74
	2009		34.8	*	34.8		*	12.9		36.1	35.3	35.7	21.0	70
	2010		21.3	*	22.9	*	*	6.7		21.6	22.7	22.2	23.8	81

NUMBER TESTED IN GRADE 4													
2008	1	72	1	65	1	0	34	0	42	32	74	10,658	
2009	0	69	1	66	0	1	31	0	36	34	70	10,032	
2010	0	80	1	70	1	1	30	0	37	44	81	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	*	46.4	*	41.6	*	*	28.9	*	48.9	45.2	47.1	71.9	87
	2009	*	52.5	*	53.1		*	30.0		51.6	57.1	54.5	75.1	66
	2010		66.7	*	64.1		*	36.7		66.7	67.6	67.1	81.4	70

NUMBER TESTED IN GRADE 5													
2008	1	84	2	77	3	2	45	2	45	42	87	10,686	
2009	1	59	2	64	0	1	30	0	31	35	66	10,675	
2010	0	69	1	64	0	1	30	0	33	37	70	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	*	45	*	45	*	*	32	*	23	23	46	3,005	87
	2009	*	28	*	30		*	21		15	15	30	2,656	66
	2010		23	*	23		*	19		11	12	23	1,965	70

NUMBER TESTED IN GRADE 5													
2008	1	84	2	77	3	2	45	2	45	42	87	10,686	
2009	1	59	2	64	0	1	30	0	31	35	66	10,675	
2010	0	69	1	64	0	1	30	0	33	37	70	10,576	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2008	73.8	71.4	68.6	64.0
	2009	81.0	84.2	77.3	52.0
	2010	79.7	77.9	81.4	65.2

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2008	*	7.1	*	6.5	*	*	2.2	*	6.7	9.5	8.0	24.8	87
	2009	*	3.4	*	3.1		*	0.0		6.5	0.0	3.0	28.7	66
	2010		10.1	*	9.4		*	0.0		21.2	2.7	11.4	32.8	70

NUMBER TESTED IN GRADES 5													
2008	1	84	2	77	3	2	45	2	45	42	87	10,686	
2009	1	59	2	64	0	1	30	0	31	35	66	10,675	
2010	0	69	1	64	0	1	30	0	33	37	70	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												77.7	0
	2009		*		*	*		*		*	*	*	87.7	2
	2010		*		*	*		*		*		*	81.1	2
4	2008		*		*	*		*		*	*	*	70.7	4
	2009		*		*	*		*		*	*	*	71.8	3
	2010		100.0		*	100.0		*		*	*	100.0	75.8	6
5	2008		100.0		*	100.0		*		*	*	100.0	73.3	6
	2009		*		*	*		*			*	*	80.3	1
	2010		*		*	*		*		*	*	*	93.9	5
3-5	2008		100.0		100.0	100.0		*		100.0	*	100.0	73.7	10
	2009		66.7		66.7	66.7		*		*	*	66.7	79.2	6
	2010		100.0		100.0	100.0		100.0		100.0	*	100.0	84.8	13

NUMBER TESTED IN GRADES 3-5													
2008	0	10	0	9	10	0	5	0	6	4	10	1,807	
2009	0	6	0	6	6	0	4	0	3	3	6	1,867	
2010	0	12	0	12	13	0	7	0	8	5	13	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	0
	2009		*		*	*		*		*	*	*	60	2
	2010		*		*	*		*		*		*	96	2
4	2008		*		*	*		*		*	*	*	181	4
	2009		*		*	*		*		*	*	*	192	3
	2010		0		*	0		*		*	*	0	126	6
5	2008		0		*	0		*		*	*	0	179	6
	2009		*		*	*		*			*	*	137	1
	2010		*		*	*		*		*	*	*	44	5
3-5	2008		0		0	0		*		0	*	0	476	10
	2009		2		2	2		*		*	*	2	389	6
	2010		0		0	0		0		0	*	0	266	13

NUMBER TESTED IN GRADES 3-5													
2008	0	10	0	9	10	0	5	0	6	4	10	1,807	
2009	0	6	0	6	6	0	4	0	3	3	6	1,867	
2010	0	12	0	12	13	0	7	0	8	5	13	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	77.8	75.0	55.6	79.2
5	2008	83.3	69.4	88.9	78.8
	2009	*	*	*	*
	2010	*	*	*	*
3-5	2008	80.8	78.3	80.0	82.3
	2009	63.1	58.3	56.7	71.8
	2010	78.7	83.3	75.6	82.3

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	0
	2009		*		*	*		*		*	*	*	16.2	2
	2010		*		*	*		*		*		*	19.1	2
4	2008		*		*	*		*		*	*	*	9.7	4
	2009		*		*	*		*		*	*	*	8.9	3
	2010		16.7		*	16.7		*		*	*	16.7	15.2	6
5	2008		16.7		*	16.7		*		*	*	16.7	14.9	6
	2009		*		*	*		*			*	*	14.1	1
	2010		*		*	*		*		*	*	*	15.4	5
3-5	2008		20.0		22.2	20.0		*		16.7	*	20.0	12.0	10
	2009		16.7		16.7	16.7		*		*	*	16.7	12.7	6
	2010		25.0		25.0	30.8		14.3		25.0	*	30.8	16.4	13

NUMBER TESTED IN GRADES 3-5													
2008	0	10	0	9	10	0	5	0	6	4	10	1,807	
2009	0	6	0	6	6	0	4	0	3	3	6	1,867	
2010	0	12	0	12	13	0	7	0	8	5	13	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	0
	2009		*		*	*		*		*	*	*	81.2	3
	2010		*		*	*		*		*		*	78.3	2
4	2008		*		*	*		*		*	*	*	69.1	4
	2009		*		*	*		*		*	*	*	75.8	3
	2010		*		*	*		*		*	*	*	80.6	5
5	2008		*		*	*		*		*	*	*	64.0	5
	2009		*		*	*		*			*	*	80.2	1
	2010		*		*	*		*		*	*	*	86.4	5
3-5	2008		88.9		87.5	88.9		*		*	*	88.9	69.4	9
	2009		85.7		85.7	85.7		*		*	*	85.7	78.8	7
	2010		100.0		100.0	100.0		100.0		100.0	*	100.0	82.4	12

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

NUMBER TESTED IN GRADES 3-5													
2008	0	9	0	8	9	0	5	0	5	4	9	9	1,730
2009	0	7	0	7	7	0	5	0	4	3	7	7	1,743
2010	0	11	0	12	12	0	7	0	8	4	12	12	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	67.9	81.5	60.4	66.7	44.4	63.7
	2009	71.2	59.5	64.3	61.0	47.6	61.4
	2010	85.8	82.5	73.6	67.5	77.8	84.4

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												16.1	0
	2009		*		*	*		*		*	*	*	22.3	3
	2010		*		*	*		*		*		*	13.4	2
4	2008		*		*	*		*		*	*	*	14.3	4
	2009		*		*	*		*		*	*	*	14.0	3
	2010		*		*	*		*		*	*	*	20.2	5
5	2008		*		*	*		*		*	*	*	14.0	5
	2009		*		*	*		*		*	*	*	17.2	1
	2010		*		*	*		*		*	*	*	18.9	5
3-5	2008		22.2		12.5	22.2		*		*	*	22.2	14.7	9
	2009		0.0		0.0	0.0		*		*	*	0.0	17.3	7
	2010		45.5		50.0	50.0		28.6		62.5	*	50.0	17.7	12

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

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the ITBS

		READING TOTAL (**LANGUAGE)				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2008	*	60.3	59.7	57.6	77
	2009	65.0	94.3	86.3	41.9	73
	2010	33.3	53.8	51.1	40.0	90
1	2008	40.0	65.9	63.3	50.2	98
	2009	48.4	56.8	53.3	54.2	75
	2010	58.1	92.3	79.5	55.2	83
2	2008	50.0	76.6	69.8	50.2	86
	2009	40.0	82.9	59.3	47.9	91
	2010	71.1	97.5	83.5	48.6	85
1-2	2008	46.9	70.4	66.3	50.2	184
	2009	43.2	69.4	56.6	51.0	166
	2010	65.8	94.6	81.5	51.9	168

		MATHEMATICS TOTAL (**MATHEMATICS)				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2008	*	67.1	66.2	44.9	77
	2009	80.0	98.1	93.2	52.8	73
	2010	50.0	87.2	82.2	51.2	90
1	2008	40.0	70.5	67.3	55.5	98
	2009	63.6	79.6	73.2	50.4	82
	2010	64.5	78.8	73.5	48.8	83
2	2008	69.6	88.9	83.7	57.5	86
	2009	68.0	97.6	81.3	53.2	91
	2010	69.6	92.5	80.2	54.6	86
K-2	2008	59.5	74.6	72.4	52.7	261
	2009	68.9	91.6	82.1	52.3	246
	2010	65.2	85.9	78.8	51.5	259

Number Tested	2008	36	225	261	21,817	
	2009	101	138	239	21,148	
	2010	88	170	258	20,804	

Number Tested	2008	37	224	261	41,070	
	2009	103	143	246	30,563	
	2010	89	170	259	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	*	58.9	*	57.7	*		*		45.9	72.5	59.7	57.6	77
	2009		85.5	*	85.1	*	*	65.0		87.1	85.7	86.3	41.9	73
	2010	*	51.1	*	51.2			33.3		50.0	52.1	51.1	40.0	90
1	2008	*	62.4	*	61.8	*	*	40.0		54.5	70.4	63.3	50.2	98
	2009	*	52.1	*	51.4	*		48.4		51.4	55.3	53.3	54.2	75
	2010		79.2	83.3	77.6	*	83.3	58.1		68.3	90.5	79.5	55.2	83
2	2008		69.4	*	70.3	*	*	50.0		63.0	77.5	69.8	50.2	86
	2009	*	59.8	*	59.3	*	*	40.0		59.5	59.2	59.3	47.9	91
	2010		83.1	*	84.2	*		71.1		77.8	90.0	83.5	48.6	85
1-2	2008	*	65.7	*	65.6	*	*	46.9		58.9	73.4	66.3	50.2	184
	2009	*	56.3	*	55.8	50.0	*	43.2		55.7	57.5	56.6	51.0	166
	2010		81.3	87.5	80.9	66.7	83.3	65.8		73.3	90.2	81.5	51.9	168

Number Tested	2008	4	251	6	234	7	3	36	0	127	134	261	21,817
	2009	2	229	8	223	7	7	101	0	110	129	239	21,148
	2010	1	248	9	236	6	6	88	0	128	130	258	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	*	18	*	18	*		*		9	11	20	1,687	77
	2009		38	*	37	*	*	8		17	23	40	771	73
	2010	*	12	*	11			0		5	7	12	758	90
1	2008	*	30	*	25	*	*	1		11	20	31	1,555	98
	2009	*	21	*	19	*		5		9	13	22	1,659	75
	2010		49	4	48	*	4	10		23	30	53	1,729	83
2	2008		28	*	28	*	*	3		13	16	29	1,065	86
	2009	*	8	*	7	*	*	0		1	7	8	1,027	91
	2010		43	*	38	*		14		22	22	44	954	85
1-2	2008	*	58	*	53	*	*	4		24	36	60	2,620	184
	2009	*	29	*	26	1	*	5		10	20	30	2,688	166
	2010		92	5	86	2	4	24		45	52	97	2,683	168

Number Tested	2008	4	251	6	234	7	3	36	0	127	134	261	21,817
	2009	2	229	8	223	7	7	101	0	110	129	239	21,148
	2010	1	248	9	236	6	6	88	0	128	130	258	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	*	65.8	*	66.2	*		*		51.4	80.0	66.2	44.9	77
	2009		92.8	*	94.0	*	*	80.0		96.8	90.5	93.2	52.8	73
	2010	*	81.8	*	81.0			50.0		81.0	83.3	82.2	51.2	90
1	2008	*	66.7	*	66.3	*	*	40.0		59.1	74.1	67.3	55.5	98
	2009	*	72.5	*	71.4	*		63.6		71.4	75.0	73.2	50.4	82
	2010		72.7	83.3	71.1	*	83.3	64.5		63.4	83.3	73.5	48.8	83
2	2008		83.5	*	85.1	*	*	69.6		80.4	87.5	83.7	57.5	86
	2009	*	81.6	*	81.4	*	*	68.0		88.1	75.5	81.3	53.2	91
	2010		79.8	*	79.2	*		69.6		75.6	85.4	80.2	54.6	86
K-2	2008	*	72.1	83.3	72.2	25.0	*	59.5		64.6	79.9	72.4	52.7	261
	2009	*	81.8	87.5	81.7	66.7	85.7	68.9		84.3	80.2	82.1	52.3	246
	2010	*	78.3	88.9	77.2	42.9	83.3	65.2		73.4	84.0	78.8	51.5	259

Number Tested	2008	4	251	6	234	8	3	37	0	127	134	261	41,070
	2009	2	236	8	230	9	7	103	0	115	131	246	30,563
	2010	1	249	9	237	7	6	89	0	128	131	259	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	*	26	*	23	*		*		8	18	26	2,788	77
	2009		45	*	45	*	*	11		20	29	49	2,455	73
	2010	*	28	*	26			5		12	16	28	2,358	90
1	2008	*	36	*	33	*	*	3		15	24	39	2,800	98
	2009	*	31	*	28	*		12		15	17	32	1,577	82
	2010		35	3	34	*	3	12		19	19	38	2,266	83
2	2008		46	*	40	*	*	7		25	22	47	2,912	86
	2009	*	42	*	42	*	*	16		18	26	44	1,686	91
	2010		40	*	37	*		14		18	23	41	2,484	86
K-2	2008	*	108	3	96	1	*	11		48	64	112	8,500	261
	2009	*	118	5	115	4	5	39		53	72	125	5,718	246
	2010	*	103	4	97	1	3	31		49	58	107	7,108	259

Number Tested	2008	4	251	6	234	8	3	37	0	127	134	261	41,070
	2009	2	236	8	230	9	7	103	0	115	131	246	30,563
	2010	1	249	9	237	7	6	89	0	128	131	259	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	*	63.4	*	61.8	*	*	50.0		63.6	64.8	64.3	65.7	98
	2009	*	71.6	*	72.7	*		*		69.2	75.7	74.1	66.0	81
	2010		74.0	100.0	75.0	*	100.0	67.7		70.7	81.0	75.9	63.5	83
2	2008		86.9	*	87.7	*	*	81.8		87.0	87.2	87.1	64.0	85
	2009	*	88.0	*	88.8	*	*	90.0		90.0	87.2	89.0	60.9	91
	2010		92.8	*	92.1	*		88.9		88.9	97.5	92.9	61.4	85
1-2	2008	*	74.6	*	73.5	*	*	71.9		75.6	74.2	74.9	64.9	183
	2009	*	80.3	*	81.5	*	*	83.3		79.7	82.1	82.0	63.5	172
	2010		83.8	100.0	83.6	66.7	100.0	80.3		80.2	89.0	84.5	62.5	168

Number Tested	2008	2	177	4	162	4	3	32	0	90	93	183	27,631
	2009	2	157	4	146	5	3	12	0	79	84	172	27,480
	2010	0	160	8	152	6	6	76	0	86	82	168	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	*	33	*	29	*	*	2		13	22	35	4,546	98
	2009	*	35	*	30	*		*		17	20	39	4,597	81
	2010		33	4	32	*	4	12		18	19	37	4,129	83
2	2008		58	*	51	*	*	15		31	28	59	2,557	85
	2009	*	64	*	64	*	*	8		32	35	70	3,822	91
	2010		66	*	61	*		32		34	34	68	3,776	85
1-2	2008	*	91	*	80	*	*	17		44	50	94	7,103	183
	2009	*	99	*	94	*	*	8		49	55	109	8,419	172
	2010		99	6	93	2	4	44		52	53	105	7,905	168


Number Tested	2008	2	177	4	162	4	3	32	0	90	93	183	27,631
	2009	2	157	4	146	5	3	12	0	79	84	172	27,480
	2010	0	160	8	152	6	6	76	0	86	82	168	26,937

PERFORMANCE IN 2010

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2010 Level	N	%	N	%	N	%	N	%	N	%
1 (6)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	33.3	2	33.3	2	33.3	3	50.0	3	50.0
	Advanced	3	50.0	3	50.0	3	50.0	2	33.3	2	33.3
	Advanced High	1	16.7	1	16.7	1	16.7	1	16.7	1	16.7
ALL (11)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	3	27.3	3	27.3	3	27.3	4	36.4	4	36.4
	Advanced	5	45.5	7	63.6	6	54.5	3	27.3	3	27.3
	Advanced High	3	27.3	1	9.1	2	18.2	4	36.4	4	36.4

**PROGRESSION FROM
2009 TO 2010**

Number Rated Both Years N (%) Progressed	2010 Level	2009 Level			
		Beg	Int	Adv	Adv High
6 3 (50.0%)	Beginning	0			
	Intermediate	2	1		
	Advanced	0	0	2	
	Advanced High	0	0	1	
11 6 (54.5%)	Beginning	0			
	Intermediate	2	2		
	Advanced	0	0	3	
	Advanced High	0	0	4	

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