

Campus Data Packet

for 2010-11 planning

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



TWAIN & TWAIN VANGUARD

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SOUTHWEST LEARNING COMMUNITY STATISTICS

- Statistics computed for the SOUTHWEST Learning Community are based on the 2010 assignment of schools to Learning Communities. Statistics do not include information from students enrolled at charter schools. These schools are included in a separate report for charter schools.

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	22
KN	49
1	73
2	68
3	61
4	54
5	77
ALL	404

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percentage	Number	Percentage
African American	261	64.6	18	60.0
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	141	34.9	8	26.7
White	2	0.5	3	10.0
Other	**	**	1	3.3

*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	377	93.3
Limited English proficient students	106	26.2
Special education students	15	3.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2008	22	13	59.1	0	0.0	0	0.0	9	40.9	0	0.0
	2009	22	12	54.5	0	0.0	0	0.0	10	45.5	0	0.0
	2010	22	12	54.5	0	0.0	0	0.0	10	45.5	0	0.0
KN	2008	45	31	68.9	0	0.0	0	0.0	14	31.1	0	0.0
	2009	59	32	54.2	0	0.0	0	0.0	27	45.8	0	0.0
	2010	49	30	61.2	0	0.0	0	0.0	19	38.8	0	0.0
1	2008	59	34	57.6	0	0.0	0	0.0	25	42.4	0	0.0
	2009	66	44	66.7	0	0.0	0	0.0	22	33.3	0	0.0
	2010	73	40	54.8	0	0.0	0	0.0	33	45.2	0	0.0
2	2008	32	19	59.4	0	0.0	0	0.0	13	40.6	0	0.0
	2009	55	28	50.9	0	0.0	0	0.0	27	49.1	0	0.0
	2010	68	52	76.5	0	0.0	0	0.0	15	22.1	1	1.5
3	2008	63	49	77.8	0	0.0	0	0.0	14	22.2	0	0.0
	2009	43	23	53.5	0	0.0	0	0.0	20	46.5	0	0.0
	2010	61	34	55.7	0	0.0	0	0.0	27	44.3	0	0.0
4	2008	71	49	69.0	0	0.0	0	0.0	22	31.0	0	0.0
	2009	70	49	70.0	0	0.0	0	0.0	21	30.0	0	0.0
	2010	54	34	63.0	0	0.0	0	0.0	20	37.0	0	0.0
5	2008	62	49	79.0	0	0.0	0	0.0	12	19.4	1	1.6
	2009	70	46	65.7	0	0.0	0	0.0	24	34.3	0	0.0
	2010	77	59	76.6	0	0.0	0	0.0	17	22.1	1	1.3
PK-5	2008	365	249	68.2	0	0.0	0	0.0	115	31.5	1	0.3
	2009	395	241	61.0	0	0.0	0	0.0	154	39.0	0	0.0
	2010	404	261	64.6	0	0.0	0	0.0	141	34.9	2	0.5

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2008	22	22	100.0	9	40.9	1	4.5	0	0.0	22	100.0	0.0
	2009	22	22	100.0	9	40.9	0	0.0	0	0.0	22	100.0	0.0
	2010	22	22	100.0	9	40.9	1	4.5	0	0.0	22	100.0	0.0
KN	2008	45	43	95.6	9	20.0	2	4.4	1	2.2	19	42.2	2.2
	2009	59	56	94.9	21	35.6	0	0.0	1	1.7	32	54.2	0.0
	2010	49	47	95.9	16	32.7	1	2.0	0	0.0	25	51.0	2.0
1	2008	59	54	91.5	16	27.1	0	0.0	2	3.4	7	11.9	1.7
	2009	66	62	93.9	16	24.2	4	6.1	0	0.0	12	18.2	10.6
	2010	73	68	93.2	26	35.6	0	0.0	1	1.4	15	20.5	1.4
2	2008	32	31	96.9	9	28.1	1	3.1	3	9.4	4	12.5	0.0
	2009	55	51	92.7	17	30.9	1	1.8	1	1.8	7	12.7	5.5
	2010	68	64	94.1	12	17.6	4	5.9	2	2.9	11	16.2	1.5
3	2008	63	56	88.9	11	17.5	5	7.9	5	7.9	8	12.7	1.6
	2009	43	40	93.0	12	27.9	2	4.7	1	2.3	7	16.3	4.7
	2010	61	56	91.8	17	27.9	1	1.6	0	0.0	5	8.2	8.2
4	2008	71	61	85.9	10	14.1	3	4.2	17	23.9	5	7.0	0.0
	2009	70	62	88.6	15	21.4	1	1.4	3	4.3	5	7.1	1.4
	2010	54	51	94.4	16	29.6	2	3.7	2	3.7	9	16.7	1.9
5	2008	62	58	93.5	4	6.5	2	3.2	11	17.7	4	6.5	1.6
	2009	70	65	92.9	10	14.3	4	5.7	18	25.7	5	7.1	2.9
	2010	77	69	89.6	10	13.0	6	7.8	5	6.5	10	13.0	1.3
PK-5	2008	365	336	92.1	68	18.6	25	6.8	39	10.7	73	20.0	3.0
	2009	395	367	92.9	100	25.3	22	5.6	24	6.1	95	24.1	4.8
	2010	404	377	93.3	106	26.2	15	3.7	10	2.5	97	24.0	2.5

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	42.6	13,568.1	41.2	96.6	13,004.4	95.8	10	23.5	23.5	38	11,618	89.2	85.6
	2009	55.8	13,515.0	53.3	95.5	12,939.1	95.7	26	46.6	22.5	45	11,501	80.6	85.1
	2010	46.6	13,234.2	44.2	94.8	12,616.4	95.3	19	40.7	21.6	36	11,233	77.2	84.9
1	2008	56.9	14,626.9	55.1	96.9	14,102.7	96.4	17	29.9	21.2	46	12,704	80.9	86.9
	2009	63.4	14,250.8	61.3	96.7	13,719.9	96.3	19	30.0	20.7	53	12,300	83.6	86.3
	2010	67.9	13,848.4	64.8	95.5	13,286.3	95.9	27	39.8	20.2	55	11,978	81.0	86.5
2	2008	33.2	13,708.6	32.1	96.9	13,269.8	96.8	6	18.1	19.7	27	12,043	81.4	87.9
	2009	54.8	13,950.1	53.3	97.3	13,499.0	96.8	29	52.9	18.6	43	12,231	78.5	87.7
	2010	66.5	13,440.8	64.5	96.9	12,947.4	96.3	21	31.6	19.0	56	11,794	84.1	87.7
3	2008	57.4	12,806.9	56.1	97.7	12,425.5	97.0	17	29.6	19.1	51	11,408	88.9	89.1
	2009	36.5	13,095.5	35.5	97.3	12,710.6	97.1	19	52.1	18.3	28	11,634	76.7	88.8
	2010	57.7	13,291.1	56.1	97.2	12,853.9	96.7	16	27.7	17.7	50	11,815	86.7	88.9
4	2008	69.7	12,329.8	68.8	98.7	11,960.3	97.0	14	20.1	19.7	62	10,924	89.0	88.6
	2009	71.4	12,156.4	69.9	97.9	11,789.9	97.0	16	22.4	18.1	63	10,731	88.3	88.3
	2010	54.2	12,299.7	52.5	97.0	11,900.0	96.8	14	25.8	17.2	46	10,987	84.9	89.3
5	2008	62.3	11,874.2	60.6	97.3	11,539.6	97.2	15	24.1	18.8	55	10,608	88.3	89.3
	2009	69.3	11,903.5	67.2	97.0	11,552.9	97.1	11	15.9	17.5	62	10,563	89.5	88.7
	2010	75.6	11,687.8	73.2	96.9	11,310.1	96.8	16	21.2	17.0	64	10,453	84.7	89.4
KN-5	2008	342.5	83,438.7	333.2	97.3	80,606.0	96.6	105	30.7	31.9	307	76,970	89.6	92.2
	2009	370.3	83,476.5	358.8	96.9	80,586.5	96.5	153	41.3	30.9	317	76,517	85.6	91.7
	2010	368.5	77,802.0	355.4	96.4	74,914.0	96.3	113	30.7	18.9	307	68,260	83.3	87.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percentage
African American	18	60.0
Hispanic	8	26.7
White	3	10.0
Other	1	3.3

Gender	Number	Percentage
Female	20	66.7
Male	10	33.3

TOTAL	30
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AVERAGE NUMBER OF ABSENCES

2008	11.6
2009	8.8
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		92.9	*	92.5	*	*	91.3		88.0	95.5	91.7	86.2	48
	2009		73.7	*	70.0	*	*	53.8		66.7	73.3	70.8	87.1	24
	2010		66.7	63.6	64.1	*	*	54.2		68.4	64.0	65.9	85.4	44
4	2008		87.0	81.0	86.2	*	66.7	63.6		76.7	92.3	85.5	72.1	69
	2009		66.0	56.3	58.6	*	40.0	33.3		54.5	72.7	63.6	75.5	66
	2010		55.9	64.7	58.3	*	69.2	31.3		69.0	45.5	58.8	77.9	51
5	2008	*	81.3	80.0	81.8	*	*	60.7		81.5	81.3	81.4	82.9	59
	2009		87.0	78.3	84.4	*	50.0	62.5		77.4	89.5	84.1	82.2	69
	2010		80.7	100.0	81.7	*	100.0	67.9		71.9	94.6	84.1	86.1	69
3-5	2008	*	86.8	80.6	86.3	*	64.3	71.2		81.7	89.2	85.8	80.3	176
	2009		75.7	69.8	71.8	0.0	47.6	49.2		65.8	80.2	73.6	81.1	159
	2010		70.2	75.0	69.4	16.7	76.2	54.4		70.0	72.6	71.3	83.4	164

NUMBER TESTED IN GRADES 3-5													
2008	1	136	36	153	5	14	73	0	82	93	176	31,840	
2009	0	115	43	142	6	21	61	0	73	86	159	28,282	
2010	0	124	40	147	6	21	68	0	80	84	164	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		3	*	3	*	*	2		3	1	4	1,443	48
	2009		5	*	6	*	*	6		3	4	7	981	24
	2010		11	4	14	*	*	11		6	9	15	1,039	44
4	2008		6	4	8	*	3	8		7	3	10	2,996	69
	2009		17	7	24	*	6	16		15	9	24	2,489	66
	2010		15	6	20	*	4	11		9	12	21	1,640	51
5	2008	*	9	2	10	*	*	11		5	6	11	1,827	59
	2009		6	5	10	*	5	9		7	4	11	1,874	69
	2010		11	0	11	*	0	9		9	2	11	1,427	69
3-5	2008	*	18	7	21	*	5	21		15	10	25	6,266	176
	2009		28	13	40	6	11	31		25	17	42	5,344	159
	2010		37	10	45	5	5	31		24	23	47	4,106	164

NUMBER TESTED IN GRADES 3-5													
2008	1	136	36	153	5	14	73	0	82	93	176	31,840	
2009	0	115	43	142	6	21	61	0	73	86	159	28,282	
2010	0	124	40	147	6	21	68	0	80	84	164	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	78.5	81.3	79.9	74.5
	2009	67.5	77.4	79.2	71.9
	2010	67.3	69.2	68.9	67.0
4	2008	85.1	80.1	78.5	79.7
	2009	76.0	74.2	68.6	73.5
	2010	71.4	72.8	76.2	64.3
5	2008	78.9	81.1	77.1	75.6
	2009	78.3	80.1	79.9	75.0
	2010	81.0	80.3	78.4	74.1
3-5	2008	81.2	80.8	78.4	76.9
	2009	75.7	77.2	75.1	73.9
	2010	74.3	75.0	75.2	69.2

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008		9.5	*	7.5	*	*	0.0		16.0	4.5	10.4	21.5	48
	2009		21.1	*	20.0	*	*	0.0		22.2	20.0	20.8	34.0	24
	2010		36.4	0.0	23.1	*	*	12.5		26.3	28.0	27.3	37.1	44
4	2008		23.9	19.0	24.1	*	0.0	0.0		6.7	33.3	21.7	14.4	69
	2009		6.0	12.5	3.4	*	0.0	0.0		12.1	3.0	7.6	18.3	66
	2010		11.8	11.8	10.4	*	7.7	0.0		13.8	9.1	11.8	19.4	51
5	2008	*	20.8	30.0	23.6	*	*	0.0		25.9	18.8	22.0	16.5	59
	2009		28.3	17.4	26.6	*	0.0	0.0		16.1	31.6	24.6	18.3	69
	2010		12.3	16.7	13.3	*	0.0	0.0		12.5	13.5	13.0	23.6	69
3-5	2008	*	18.4	22.2	19.6	*	0.0	0.0		15.9	21.5	18.8	17.4	176
	2009		17.4	16.3	16.2	0.0	0.0	0.0		15.1	18.6	17.0	22.5	159
	2010		18.5	10.0	15.0	0.0	4.8	4.4		16.3	16.7	16.5	26.2	164

NUMBER TESTED IN GRADES 3-5													
2008	1	136	36	153	5	14	73	0	82	93	176	31,840	
2009	0	115	43	142	6	21	61	0	73	86	159	28,282	
2010	0	124	40	147	6	21	68	0	80	84	164	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		77.8	*	76.7	*	*	69.2		81.5	73.9	76.5	76.6	51
	2009		66.7	83.3	72.2	*	91.7	64.0	*	77.8	69.6	73.2	76.8	41
	2010		72.7	63.6	66.7	*	*	58.3		68.4	72.0	70.5	78.2	44
4	2008		82.6	81.0	86.2	*	66.7	59.1		73.3	89.7	82.6	77.9	69
	2009		64.0	75.0	62.1	*	70.0	37.5		66.7	66.7	66.7	78.9	66
	2010		55.9	88.2	66.7	*	92.3	37.5		69.0	63.6	66.7	81.8	51
5	2008	*	73.5	63.6	71.9	*	*	35.7		82.8	57.6	69.4	84.0	62
	2009		86.4	86.4	85.2	*	77.8	70.0		80.0	91.9	86.6	86.2	67
	2010		71.9	100.0	75.0	*	100.0	53.6		65.6	86.5	76.8	87.7	69
3-5	2008	*	77.9	75.7	78.5	*	60.0	53.9		79.1	74.7	76.4	79.5	182
	2009		73.0	82.1	73.5	*	80.6	56.5	*	74.1	77.4	75.9	80.5	174
	2010		67.7	85.0	70.1	16.7	85.7	51.5		67.5	76.2	72.0	82.3	164

NUMBER TESTED IN GRADES 3-5													
2008	1	140	37	158	5	15	76	0	86	95	182	32,696	
2009	0	115	56	155	4	31	69	1	81	93	174	33,885	
2010	0	124	40	147	6	21	68	0	80	84	164	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		10	*	10	*	*	8		5	6	12	2,542	51
	2009		7	3	10	*	1	9	*	4	7	11	2,856	41
	2010		9	4	13	*	*	10		6	7	13	2,739	44
4	2008		8	4	8	*	3	9		8	4	12	2,436	69
	2009		18	4	22	*	3	15		11	11	22	2,263	66
	2010		15	2	16	*	1	10		9	8	17	2,101	51
5	2008	*	13	4	16	*	*	18		5	14	19	1,730	62
	2009		6	3	9	*	2	6		6	3	9	1,495	67
	2010		16	0	15	*	0	13		11	5	16	1,314	69
3-5	2008	*	31	9	34	*	6	35		18	24	43	6,708	182
	2009		31	10	41	*	6	30	*	21	21	42	6,614	174
	2010		40	6	44	5	3	33		26	20	46	6,154	164

NUMBER TESTED IN GRADES 3-5													
2008	1	140	37	158	5	15	76	0	86	95	182	32,696	
2009	0	115	56	155	4	31	69	1	81	93	174	33,885	
2010	0	124	40	147	6	21	68	0	80	84	164	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	75.1	81.7	80.4	75.2	80.4	62.0
	2009	81.2	82.1	82.5	76.8	79.9	68.0
	2010	76.4	67.8	73.5	69.7	68.8	58.8
4	2008	84.6	81.4	70.8	80.4	85.1	72.5
	2009	83.9	76.0	68.9	64.6	71.6	65.9
	2010	72.0	77.3	57.2	64.7	76.5	62.0
5	2008	74.6	65.2	69.1	72.6	70.2	72.2
	2009	82.5	80.6	87.4	76.8	81.3	80.2
	2010	77.1	76.0	78.7	69.2	72.1	70.3
3-5	2008	78.5	76.0	72.9	76.3	78.7	69.4
	2009	82.7	79.2	79.3	72.2	77.3	71.9
	2010	75.3	74.2	70.6	67.9	72.6	64.6

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)
3	2008		17.8	*	16.3	*	*	7.7		25.9	8.7	17.6	26.3	51
	2009		14.3	55.6	33.3	*	75.0	36.0	*	38.9	26.1	31.7	28.8	41
	2010		18.2	0.0	7.7	*	*	0.0		15.8	12.0	13.6	21.3	44
4	2008		17.4	23.8	20.7	*	22.2	9.1		16.7	20.5	18.8	23.8	69
	2009		18.0	12.5	13.8	*	0.0	0.0		18.2	15.2	16.7	31.4	66
	2010		8.8	5.9	6.3	*	0.0	0.0		10.3	4.5	7.8	29.1	51
5	2008	*	14.3	45.5	19.3	*	*	3.6		24.1	15.2	19.4	31.9	62
	2009		45.5	36.4	42.6	*	22.2	10.0		26.7	54.1	41.8	37.9	67
	2010		19.3	50.0	21.7	*	50.0	14.3		34.4	16.2	24.6	34.5	69
3-5	2008	*	16.4	29.7	19.0	*	20.0	6.6		22.1	15.8	18.7	27.3	182
	2009		27.8	35.7	29.7	*	35.5	15.9	*	25.9	33.3	29.9	32.5	174
	2010		16.1	17.5	12.9	0.0	14.3	5.9		21.3	11.9	16.5	27.9	164


NUMBER TESTED IN GRADES 3-5													
2008	1	140	37	158	5	15	76	0	86	95	182	32,696	
2009	0	115	56	155	4	31	69	1	81	93	174	33,885	
2010	0	124	40	147	6	21	68	0	80	84	164	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		93.6	78.3	88.5	*	54.5	68.0		82.8	92.7	88.6	87.4	70
	2009		92.0	93.8	91.4	*	90.0	83.3		90.9	93.9	92.4	87.4	66
	2010		88.2	70.6	81.3	*	76.9	56.3		79.3	86.4	82.4	89.8	51

NUMBER TESTED IN GRADE 4													
2008	0	47	23	61	3	11	25	0	29	41	70	10,658	
2009	0	50	16	58	1	10	24	0	33	33	66	10,032	
2010	0	34	17	48	2	13	16	0	29	22	51	7,294	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2008		3	5	7	*	5	8		5	3	8	1,348	70
	2009		4	1	5	*	1	4		3	2	5	1,264	66
	2010		4	5	9	*	3	7		6	3	9	744	51

NUMBER TESTED IN GRADE 4													
2008	0	47	23	61	3	11	25	0	29	41	70	10,658	
2009	0	50	16	58	1	10	24	0	33	33	66	10,032	
2010	0	34	17	48	2	13	16	0	29	22	51	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	2.3	86.8	81.8	82.9	84.5
	2009	2.2	82.2	81.6	87.1	90.0
	2010	2.1	78.9	76.5	78.9	75.5

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		36.2	26.1	32.8	*	0.0	0.0		17.2	43.9	32.9	21.4	70
	2009		26.0	25.0	22.4	*	10.0	12.5		27.3	24.2	25.8	21.0	66
	2010		20.6	5.9	14.6	*	7.7	6.3		20.7	9.1	15.7	23.8	51

NUMBER TESTED IN GRADE 4													
2008	0	47	23	61	3	11	25	0	29	41	70	10,658	
2009	0	50	16	58	1	10	24	0	33	33	66	10,032	
2010	0	34	17	48	2	13	16	0	29	22	51	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	*	56.3	58.3	59.6	*	*	30.0		72.4	45.5	58.1	71.9	62
	2009		67.4	47.8	59.4	*	30.0	25.0		48.4	71.1	60.9	75.1	69
	2010	*	55.2	63.6	53.2	*	*	30.0		52.9	62.2	57.7	81.4	71

NUMBER TESTED IN GRADE 5													
2008	1	48	12	57	2	4	30	0	29	33	62	10,686	
2009	0	46	23	64	4	10	24	0	31	38	69	10,675	
2010	1	58	11	62	5	5	30	0	34	37	71	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	5	23	*	*	21		8	18	26	3,005	62
	2009		15	12	26	*	7	18		16	11	27	2,656	69
	2010	*	26	4	29	*	*	21		16	14	30	1,965	71

NUMBER TESTED IN GRADE 5													
2008	1	48	12	57	2	4	30	0	29	33	62	10,686	
2009	0	46	23	64	4	10	24	0	31	38	69	10,675	
2010	1	58	11	62	5	5	30	0	34	37	71	10,576	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2008	79.2	75.8	74.7	55.6
	2009	83.4	83.9	76.2	53.0
	2010	75.4	69.8	81.1	55.6

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	*	10.4	8.3	10.5	*	*	0.0		13.8	6.1	9.7	24.8	62
	2009		13.0	17.4	14.1	*	0.0	0.0		19.4	10.5	14.5	28.7	69
	2010	*	10.3	9.1	4.8	*	*	0.0		11.8	8.1	9.9	32.8	71

NUMBER TESTED IN GRADES 5													
2008	1	48	12	57	2	4	30	0	29	33	62	10,686	
2009	0	46	23	64	4	10	24	0	31	38	69	10,675	
2010	1	58	11	62	5	5	30	0	34	37	71	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			100.0	100.0		100.0	100.0		*	100.0	100.0	85.4	8
	2009			90.9	90.9		90.9	90.9		85.7	*	90.9	89.4	11
	2010			81.3	81.3		81.3	70.0		88.9	71.4	81.3	84.5	16
4	2008												67.0	0
	2009			*	*		*	*		*	*	*	72.7	3
	2010			*	*		*	*		*		*	84.4	2
5	2008												70.6	0
	2009												79.7	0
	2010			*	*		*	*		*	*	*	80.3	5
ALL	2008			100.0	100.0		100.0	100.0		*	100.0	100.0	—	8
	2009			85.7	85.7		85.7	85.7		87.5	83.3	85.7	—	14
	2010			82.6	82.6		82.6	80.0		92.3	70.0	82.6	—	23

NUMBER TESTED IN GRADES ALL													
2008	0	0	8	8	0	8	8	0	2	6	8	—	
2009	0	0	14	14	0	14	14	0	8	6	14	—	
2010	0	0	23	23	0	23	15	0	13	10	23	—	

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			0	0		0	0		*	0	0	239	8
	2009			1	1		1	1		1	*	1	514	11
	2010			3	3		3	3		1	2	3	863	16
4	2008												215	0
	2009			*	*		*	*		*	*	*	268	3
	2010			*	*		*	*		*		*	651	2
5	2008												65	0
	2009												86	0
	2010			*	*		*	*		*	*	*	120	5
ALL	2008			0	0		0	0		*	0	0	—	8
	2009			2	2		2	2		1	1	2	—	14
	2010			4	4		4	3		1	3	4	—	23

NUMBER TESTED IN GRADES ALL													
2008	0	0	8	8	0	8	8	0	2	6	8	—	
2009	0	0	14	14	0	14	14	0	8	6	14	—	
2010	0	0	23	23	0	23	15	0	13	10	23	—	

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	79.2	94.6	75.0	68.8
	2009	81.8	85.7	90.9	79.5
	2010	70.8	73.2	84.4	69.5
4	2008				
	2009	*	*	*	*
	2010	*	*	*	*
5	2008				
	2009				
	2010	*	*	*	*
ALL	2008	79.2	94.6	75.0	68.8
	2009	77.6	80.7	78.6	76.1
	2010	70.4	75.4	81.9	69.8

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			12.5	12.5		12.5	12.5		*	0.0	12.5	17.2	8
	2009			45.5	45.5		45.5	45.5		28.6	*	45.5	30.4	11
	2010			31.3	31.3		31.3	20.0		33.3	28.6	31.3	39.6	16
4	2008												13.5	0
	2009			*	*		*	*		*	*	*	19.9	3
	2010			*	*		*	*		*		*	34.4	2
5	2008												19.9	0
	2009												14.1	0
	2010			*	*		*	*		*	*	*	21.2	5
ALL	2008			12.5	12.5		12.5	12.5		*	0.0	12.5	—	8
	2009			35.7	35.7		35.7	35.7		25.0	50.0	35.7	—	14
	2010			30.4	30.4		30.4	26.7		38.5	20.0	30.4	—	23

NUMBER TESTED IN ALL GRADES													
2008	0	0	8	8	0	8	8	0	2	6	8	—	
2009	0	0	14	14	0	14	14	0	8	6	14	—	
2010	0	0	23	23	0	23	15	0	13	10	23	—	

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	P2Yr			50.0	50.0		50.0	50.0		*	50.0	44.4	71.7	9
	PrevYr												59.7	0
	CurrYr			75.0	75.0		75.0	60.0		88.9	57.1	75.0	57.5	16
4	P2Yr												63.1	0
	PrevYr			*	*		*	*		*	*	*	61.0	3
	CurrYr			*	*		*	*		*		*	66.7	2
5	P2Yr												53.3	0
	PrevYr												38.6	0
	CurrYr			*	*		*	*		*	*	*	71.3	5
ALL	P2Yr			50.0	50.0		50.0	50.0		*	50.0	44.4	68.2	9
	PrevYr			*	*		*	*		*	*	*	54.3	3
	CurrYr			82.6	82.6		82.6	73.3		92.3	70.0	82.6	66.6	23

NUMBER TESTED IN GRADES ALL													
2008	0	0	8	8	0	8	8	0	3	6	9	9	1,664
2009	0	0	3	3	0	3	3	0	1	2	3	3	1,115
2010	0	0	23	23	0	23	15	0	13	10	23	23	389

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			4	4		4	4		*	3	5	316	9
	2009												73	0
	2010			4	4		4	4		1	3	4	48	16
4	2008												157	0
	2009			*	*		*	*		*	*	*	240	3
	2010			*	*		*	*		*		*	20	2
5	2008												56	0
	2009												196	0
	2010			*	*		*	*		*	*	*	62	5
ALL	2008			4	4		4	4		*	3	5	529	9
	2009			*	*		*	*		*	*	*	509	3
	2010			4	4		4	4		1	3	4	130	23

NUMBER TESTED IN GRADES ALL													
2008	0	0	8	8	0	8	8	0	3	6	9	1,664	
2009	0	0	3	3	0	3	3	0	1	2	3	1,115	
2010	0	0	23	23	0	23	15	0	13	10	23	389	

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	74.4	68.5	70.4	61.1	75.0	65.3
	2009						
	2010	81.3	86.5	85.4	85.4	87.5	77.3
4	2008						
	2009	*	*	*	*	*	*
	2010	*	*	*	*	*	*
5	2008						
	2009						
	2010	*	*	*	*	*	*
ALL	2008	74.4	68.5	70.4	61.1	75.0	65.3
	2009	*	*	*	*	*	*
	2010	81.8	87.5	84.6	82.9	85.9	76.1

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008			25.0	25.0		25.0	25.0		*	33.3	22.2	20.9	9
	2009												11.0	0
	2010			43.8	43.8		43.8	30.0		33.3	57.1	43.8	16.8	16
4	2008												22.8	0
	2009			*	*		*	*		*	*	*	22.0	3
	2010			*	*		*	*		*		*	21.7	2
5	2008												14.2	0
	2009												9.7	0
	2010			*	*		*	*		*	*	*	19.9	5
ALL	2008			25.0	25.0		25.0	25.0		*	33.3	22.2	—	9
	2009			*	*		*	*		*	*	*	—	3
	2010			34.8	34.8		34.8	20.0		23.1	50.0	34.8	—	23

NUMBER TESTED IN ALL GRADES													
2008	0	0	8	8	0	8	8	0	3	6	9	—	
2009	0	0	3	3	0	3	3	0	1	2	3	—	
2010	0	0	23	23	0	23	15	0	13	10	23	—	

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	*	51.4	51.4	57.6	37
	2009	36.4	68.0	58.3	41.9	36
	2010	23.1	52.6	40.6	40.0	32
1	2008	*	53.5	52.3	50.2	44
	2009	0.0	45.7	34.0	54.2	47
	2010	38.5	55.9	51.1	55.2	47
2	2008	50.0	75.0	63.6	50.2	22
	2009	5.6	73.9	43.9	47.9	41
	2010	16.7	40.0	22.8	48.6	57
1-2	2008	45.5	58.2	56.1	50.2	66
	2009	3.3	56.9	38.6	51.0	88
	2010	21.8	51.0	35.6	51.9	104

		MATHEMATICS TOTAL (**MATHEMATICS)				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2008	20.0	50.0	43.5	44.9	46
	2009	46.9	73.1	58.6	52.8	58
	2010	51.9	95.0	70.2	51.2	47
1	2008	35.3	60.5	53.3	55.5	60
	2009	23.1	27.8	25.8	50.4	62
	2010	55.6	68.6	62.0	48.8	71
2	2008	61.1	69.2	64.5	57.5	31
	2009	27.3	73.9	46.4	53.2	56
	2010	42.3	58.8	46.4	54.6	69
K-2	2008	42.2	57.6	52.6	52.7	137
	2009	33.0	54.1	43.2	52.3	176
	2010	48.7	73.6	58.3	51.5	187

Number Tested	2008	13	90	103	21,817	
	2009	41	83	124	21,148	
	2010	68	68	136	20,804	

Number Tested	2008	45	92	137	41,070	
	2009	91	85	176	30,563	
	2010	115	72	187	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		45.2	83.3	48.6	*	*	*		33.3	68.4	51.4	57.6	37
	2009		65.5	28.6	57.6		*	36.4		73.3	47.6	58.3	41.9	36
	2010		40.0	*	43.3	*		23.1		29.4	53.3	40.6	40.0	32
1	2008		54.3	44.4	53.8			*		31.6	68.0	52.3	50.2	44
	2009		35.7	*	30.2	*		0.0		20.7	55.6	34.0	54.2	47
	2010		52.5	42.9	50.0		*	38.5		37.5	65.2	51.1	55.2	47
2	2008		61.1	*	61.9	*		50.0		54.5	72.7	63.6	50.2	22
	2009		51.6	20.0	44.7	*	*	5.6		41.2	45.8	43.9	47.9	41
	2010		20.8	*	21.6	*		16.7		9.7	38.5	22.8	48.6	57
1-2	2008		56.6	53.8	56.7	*		45.5		40.0	69.4	56.1	50.2	66
	2009		42.5	20.0	37.0	*	*	3.3		28.3	50.0	38.6	51.0	88
	2010		34.4	45.5	34.4	*	*	21.8		21.8	51.0	35.6	51.9	104

Number Tested	2008	0	84	19	95	3	1	13	0	48	55	103	21,817
	2009	0	102	22	114	5	2	41	0	61	63	124	21,148
	2010	0	123	13	123	5	1	68	0	72	64	136	20,804

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K**	2008		3	1	4	*	*	*		2	2	4	1,687	37
	2009		8	2	9		*	0		4	6	10	771	36
	2010		7	*	7	*		1		0	7	7	758	32
1	2008		13	0	11			*		2	11	13	1,555	44
	2009		5	*	4	*		0		2	3	5	1,659	47
	2010		7	2	8		*	0		3	6	9	1,729	47
2	2008		4	*	6	*		2		2	5	7	1,065	22
	2009		2	0	2	*	*	0		0	2	2	1,027	41
	2010		1	*	1	*		0		0	2	2	954	57
1-2	2008		17	3	17	*		2		4	16	20	2,620	66
	2009		7	0	6	*	*	0		2	5	7	2,688	88
	2010		8	3	9	*	*	0		3	8	11	2,683	104

Number Tested	2008	0	84	19	95	3	1	13	0	48	55	103	21,817
	2009	0	102	22	114	5	2	41	0	61	63	124	21,148
	2010	0	123	13	123	5	1	68	0	72	64	136	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		51.6	26.7	40.9	*	11.1	20.0		36.4	50.0	43.5	44.9	46
	2009		72.4	44.8	60.0		45.5	46.9		52.2	62.9	58.6	52.8	58
	2010		80.0	52.9	68.9	*	46.7	51.9		68.0	72.7	70.2	51.2	47
1	2008		62.9	40.0	50.9		37.5	35.3		33.3	73.3	53.3	55.5	60
	2009		22.5	31.8	25.9	*	37.5	23.1		17.9	39.1	25.8	50.4	62
	2010		60.5	63.6	59.1		68.0	55.6		57.1	66.7	62.0	48.8	71
2	2008		50.0	84.6	63.3	*	88.9	61.1		60.0	68.8	64.5	57.5	31
	2009		56.7	34.6	48.1	*	35.3	27.3		46.4	46.4	46.4	53.2	56
	2010		45.3	50.0	46.0	*	45.5	42.3		38.5	56.7	46.4	54.6	69
K-2	2008		56.0	47.2	50.4	*	44.1	42.2		40.3	64.3	52.6	52.7	137
	2009		47.5	37.7	44.2	*	40.0	33.0		35.6	51.2	43.2	52.3	176
	2010		58.7	57.6	56.9	*	56.9	48.7		52.5	64.8	58.3	51.5	187

Number Tested	2008	0	84	53	129	3	34	45	0	67	70	137	41,070
	2009	0	99	77	165	4	55	91	0	90	86	176	30,563
	2010	0	121	66	174	5	51	115	0	99	88	187	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		9	0	8	*	0	0		2	7	9	2,788	46
	2009		11	4	14		2	3		7	8	15	2,455	58
	2010		14	4	17	*	4	5		9	9	18	2,358	47
1	2008		12	2	12		2	2		4	10	14	2,800	60
	2009		2	2	4	*	2	2		2	2	4	1,577	62
	2010		9	10	16		6	6		6	13	19	2,266	71
2	2008		3	9	11	*	6	7		6	6	12	2,912	31
	2009		4	1	4	*	1	1		1	4	5	1,686	56
	2010		6	2	7	*	1	4		4	4	8	2,484	69
K-2	2008		24	11	31	*	8	9		12	23	35	8,500	137
	2009		17	7	22	*	5	6		10	14	24	5,718	176
	2010		29	16	40	*	11	15		19	26	45	7,108	187

Number Tested	2008	0	84	53	129	3	34	45	0	67	70	137	41,070
	2009	0	99	77	165	4	55	91	0	90	86	176	30,563
	2010	0	121	66	174	5	51	115	0	99	88	187	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		71.4	60.0	65.5		50.0	52.9		53.3	80.0	66.7	65.7	60
	2009		59.5	56.3	56.3	*	58.3	50.0		46.9	76.2	59.7	66.0	62
	2010		63.2	75.8	66.7		80.0	66.7		62.9	75.0	69.0	63.5	71
2	2008		61.1	100.0	76.7	*	100.0	77.8		80.0	75.0	77.4	64.0	31
	2009		70.4	72.7	67.4		68.8	64.7		66.7	76.0	66.1	60.9	56
	2010		56.6	50.0	55.6	*	54.5	51.9		46.2	66.7	55.1	61.4	69
1-2	2008		67.9	73.7	69.4	*	68.0	65.7		62.2	78.3	70.3	64.9	91
	2009		64.1	65.8	61.5	*	64.3	58.6		55.4	76.1	62.7	63.5	118
	2010		59.3	67.3	61.2	*	72.2	58.0		54.1	71.2	62.1	62.5	140

Number Tested	2008	0	53	38	85	1	25	35	0	45	46	91	27,631
	2009	0	64	38	91	1	28	29	0	56	46	118	27,480
	2010	0	91	49	129	4	36	88	0	74	66	140	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		15	8	21		6	6		8	15	23	4,546	60
	2009		5	2	6	*	2	1		4	3	9	4,597	62
	2010		14	14	25		10	12		10	18	28	4,129	71
2	2008		5	10	14	*	7	9		6	9	15	2,557	31
	2009		7	7	12		4	4		7	7	15	3,822	56
	2010		12	2	12	*	1	10		5	9	14	3,776	69
1-2	2008		20	18	35	*	13	15		14	24	38	7,103	91
	2009		12	9	18	*	6	5		11	10	24	8,419	118
	2010		26	16	37	*	11	22		15	27	42	7,905	140

Number Tested	2008	0	53	38	85	1	25	35	0	45	46	91	27,631
	2009	0	64	38	91	1	28	29	0	56	46	118	27,480
	2010	0	91	49	129	4	36	88	0	74	66	140	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												87.0	0
	2009			95.2	95.2		95.2	95.2		100.0	92.9	95.2	88.6	21
	2010			80.0	80.0		80.0	78.6		87.5	71.4	80.0	89.3	15
1	2008			66.7	66.7		66.7	66.7		50.0	*	66.7	88.0	15
	2009			86.7	86.7		86.7	86.7		90.0	*	86.7	88.6	15
	2010			84.6	84.6		87.5	91.3		76.9	92.3	84.6	89.1	26
2	2008			88.9	88.9		88.9	88.9		*	*	88.9	93.4	9
	2009			93.8	93.3		93.8	93.8		100.0	*	93.8	94.0	16
	2010			91.7	91.7		90.9	90.0		87.5	*	91.7	93.8	12
K-2	2008			75.0	75.0		75.0	75.0		60.0	100.0	75.0	89.3	24
	2009			92.3	92.2		92.3	92.3		96.4	87.5	92.3	90.4	52
	2010			84.9	84.9		86.0	87.2		82.8	87.5	84.9	90.7	53

Number Tested	2008	0	0	24	24	0	24	24	0	15	9	24	18,257
	2009	0	0	52	51	0	52	52	0	28	24	52	19,076
	2010	0	0	53	53	0	50	47	0	29	24	53	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												3,280	0
	2009			10	10		10	10		2	8	10	3,525	21
	2010			8	8		8	7		5	3	8	3,523	15
1	2008			4	4		4	4		3	*	4	2,412	15
	2009			4	4		4	4		4	*	4	2,523	15
	2010			10	10		10	10		3	7	10	2,529	26
2	2008			7	7		7	7		*	*	7	2,596	9
	2009			2	2		2	2		1	*	2	2,909	16
	2010			7	7		7	6		4	*	7	3,040	12
K-2	2008			11	11		11	11		7	4	11	8,288	24
	2009			16	16		16	16		7	9	16	8,957	52
	2010			25	25		25	23		12	13	25	9,092	53
Number Tested	2008	0	0	24	24	0	24	24	0	15	9	24	18,257	
	2009	0	0	52	51	0	52	52	0	28	24	52	19,076	
	2010	0	0	53	53	0	50	47	0	29	24	53	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	2	0.0	0	-	3	0.0
ALL	1	0.0	2	0.0	0	-	3	0.0

PERFORMANCE IN 2010

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2010 Level	N	%	N	%	N	%	N	%	N	%
KN (17)	Beginning	4	23.5	9	52.9	17	100.0	17	100.0	17	100.0
	Intermediate	13	76.5	8	47.1	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 (26)	Beginning	1	3.8	6	23.1	19	73.1	19	73.1	19	73.1
	Intermediate	18	69.2	13	50.0	5	19.2	4	15.4	4	15.4
	Advanced	5	19.2	5	19.2	2	7.7	3	11.5	3	11.5
	Advanced High	2	7.7	2	7.7	0	0.0	0	0.0	0	0.0
2 (12)	Beginning	0	0.0	3	25.0	7	58.3	1	8.3	1	8.3
	Intermediate	4	33.3	1	8.3	3	25.0	8	66.7	8	66.7
	Advanced	2	16.7	4	33.3	1	8.3	2	16.7	2	16.7
	Advanced High	6	50.0	4	33.3	1	8.3	1	8.3	1	8.3
3 (15)	Beginning	2	13.3	2	13.3	4	26.7	2	13.3	2	13.3
	Intermediate	0	0.0	1	6.7	8	53.3	1	6.7	2	13.3
	Advanced	9	60.0	9	60.0	3	20.0	8	53.3	7	46.7
	Advanced High	4	26.7	3	20.0	0	0.0	4	26.7	4	26.7
4 (13)	Beginning	0	0.0	0	0.0	2	15.4	1	7.7	1	7.7
	Intermediate	3	23.1	2	15.4	3	23.1	1	7.7	1	7.7
	Advanced	6	46.2	7	53.8	6	46.2	1	7.7	1	7.7
	Advanced High	4	30.8	4	30.8	2	15.4	10	76.9	10	76.9

**PROGRESSION FROM
2009 TO 2010**


Number Rated Both Years N (%) Progressed	2010 Level	2009 Level			
		Beg	Int	Adv	Adv High
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
23 5 (21.7%)	Beginning	17			
	Intermediate	3	1		
	Advanced	2	0	0	
	Advanced High	0	0	0	
12 8 (66.7%)	Beginning	1			
	Intermediate	5	3		
	Advanced	1	1	0	
	Advanced High	0	1	0	
14 9 (64.3%)	Beginning	2			
	Intermediate	1	1		
	Advanced	1	3	2	
	Advanced High	0	0	4	
12 11 (91.7%)	Beginning	1			
	Intermediate	0	0		
	Advanced	0	1	0	
	Advanced High	0	0	10	

PERFORMANCE IN 2010

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2010 Level	N	%	N	%	N	%	N	%	N	%
5 (9)	Beginning	1	11.1	1	11.1	2	22.2	1	11.1	1	11.1
	Intermediate	1	11.1	6	66.7	1	11.1	1	11.1	1	11.1
	Advanced	7	77.8	2	22.2	6	66.7	1	11.1	1	11.1
	Advanced High	0	0.0	0	0.0	0	0.0	6	66.7	6	66.7
ALL (92)	Beginning	8	8.7	21	22.8	51	55.4	41	44.6	41	44.6
	Intermediate	39	42.4	31	33.7	20	21.7	15	16.3	16	17.4
	Advanced	29	31.5	27	29.3	18	19.6	15	16.3	14	15.2
	Advanced High	16	17.4	13	14.1	3	3.3	21	22.8	21	22.8

**PROGRESSION FROM
2009 TO 2010**

Number Rated Both Years N (%) Progressed	2010 Level	2009 Level			
		Beg	Int	Adv	Adv High
9 <hr/> 8 (88.9%)	Beginning	1			
	Intermediate	1	0		
	Advanced	0	1	0	
	Advanced High	0	1	5	
71 <hr/> 41 (57.7%)	Beginning	23			
	Intermediate	10	5		
	Advanced	4	6	2	
	Advanced High	0	2	19	

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