

DATA PACKET

for 2011-12 planning

School Number 106

ARLINGTON PARK



Dallas
Independent
School
District

Evaluation & Accountability
Data Analysis, Reporting, and Research Services

<https://mydata.dallasisd.org>

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2010-11 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- “Economically disadvantaged” students are those who qualify for free or reduced-price lunch through the federal government’s program.
- 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.
- For 2010-11, race/ethnic categories are based on the newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes; students reporting their ethnicity as “Hispanic” are not counted in any race category. For prior years, race/ethnicity is based on the previous categories.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2010-11. They are counted as new if not enrolled in a district campus before the last day of the 2009-10 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 2009-10 and 2010-11.

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.
- Teacher absences counted towards the average DO NOT include vacation days (coded as VAC in personnel database).
- Retention rate for a school year is computed with numerator “# teachers assigned to the school both that year and the year prior” and denominator “# of teachers assigned to the school for the prior year”. That is, the retention rate is the percentage of the prior year’s teachers who continued at the school.

TAKS and TAKS-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.
- TAKS statistics are based on both TAKS and TAKS-Accommodated results. TAKS-M statistics are based exclusively on TAKS-M 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 2012, whichever is higher for the subject test.
- READING and MATHEMATICS statistics for SSI grades (3, 5, 8) in any year 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 statistics are based on the Reading Profile Total (a combination of the Vocabulary, Word Analysis, and Listening subtests) for all years available. All other grades' ITBS reading statistics, and Logramos reading statistics for all grades, are based on Reading Total results. (Reading Total results are not available with use of the ITBS level 5R form administered in kindergarten.) “Number tested” statistics include kindergarten.
- Kindergarten ITBS mathematics statistics are based on the Mathematics subtest. All other grades' statistics reflect Mathematics Total results. (Mathematics Total summaries are not available with use of the ITBS level 5R form administered in kindergarten.) “Number tested” statistics include kindergarten.
- Mathematics Total results used for data packets are combinations of the Mathematics Concepts, Problems, and Computation subtest results. For schools who did not administer Mathematics Concepts or Mathematics Problems to their students, Mathematics Computation statistics are provided separately.

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 2010 to 2011, the TEA did not report the 2010 composite rating.
- If a student is rated as advanced high in 2011, the TEA does not differentiate between the advanced and advanced high levels from 2010.

STUDENT ENROLLMENT

Grade	Enrollment
PK	33
KN	22
1	39
2	25
3	34
4	41
5	30
ALL	224

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	135	60.3	12	66.7
American Indian/Alaska Native	1	0.4	*	*
Asian/Hawaiian/Pacific Islander	1	0.4	*	*
Hispanic	76	33.9	2	11.1
White	2	0.9	4	22.2
Multiple	9	4.0	0	0.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indian/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	104	46.4
Economically disadvantaged	214	95.5
Limited English proficient (LEP)	55	24.6
Special education	11	4.9
Talented and Gifted (TAG)	66	29.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2009	36	23	63.9	0	0.0	2	5.6	11	30.6	0	0.0	—	—
	2010	34	19	55.9	0	0.0	0	0.0	15	44.1	0	0.0	—	—
	2011	33	20	60.6	0	0.0	0	0.0	13	39.4	0	0.0	0	0.0
KN	2009	29	20	69.0	0	0.0	0	0.0	7	24.1	2	6.9	—	—
	2010	33	22	66.7	0	0.0	2	6.1	9	27.3	0	0.0	—	—
	2011	22	12	54.5	0	0.0	0	0.0	8	36.4	1	4.5	1	4.5
1	2009	40	26	65.0	0	0.0	0	0.0	13	32.5	1	2.5	—	—
	2010	30	21	70.0	0	0.0	0	0.0	8	26.7	1	3.3	—	—
	2011	39	24	61.5	0	0.0	0	0.0	12	30.8	0	0.0	3	7.7
2	2009	44	33	75.0	0	0.0	1	2.3	9	20.5	1	2.3	—	—
	2010	40	27	67.5	0	0.0	0	0.0	12	30.0	1	2.5	—	—
	2011	25	16	64.0	1	4.0	0	0.0	8	32.0	0	0.0	0	0.0
3	2009	27	16	59.3	0	0.0	0	0.0	9	33.3	2	7.4	—	—
	2010	37	28	75.7	0	0.0	1	2.7	8	21.6	0	0.0	—	—
	2011	34	21	61.8	0	0.0	0	0.0	11	32.4	0	0.0	2	5.9
4	2009	24	15	62.5	0	0.0	0	0.0	8	33.3	1	4.2	—	—
	2010	28	14	50.0	0	0.0	0	0.0	14	50.0	0	0.0	—	—
	2011	41	29	70.7	0	0.0	1	2.4	9	22.0	1	2.4	1	2.4
5	2009	24	16	66.7	0	0.0	1	4.2	6	25.0	1	4.2	—	—
	2010	22	15	68.2	0	0.0	0	0.0	5	22.7	2	9.1	—	—
	2011	30	13	43.3	0	0.0	0	0.0	15	50.0	0	0.0	2	6.7
PK-5	2009	224	149	66.5	0	0.0	4	1.8	63	28.1	8	3.6	—	—
	2010	224	146	65.2	0	0.0	3	1.3	71	31.7	4	1.8	—	—
	2011	224	135	60.3	1	0.4	1	0.4	76	33.9	2	0.9	9	4.0

Enrollment (2)

Enrollment Statistics by Select Student Group

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	
PK	2009	36	36	100.0	10	27.8	0	0.0	15	41.7	0	0.0	36	100.0	0.0
	2010	34	33	97.1	9	26.5	0	0.0	8	23.5	0	0.0	33	97.1	2.9
	2011	33	31	93.9	9	27.3	0	0.0	8	24.2	0	0.0	33	100.0	0.0
KN	2009	29	27	93.1	4	13.8	0	0.0	10	34.5	0	0.0	10	34.5	0.0
	2010	33	32	97.0	7	21.2	0	0.0	23	69.7	4	12.1	9	27.3	0.0
	2011	22	22	100.0	6	27.3	1	4.5	19	86.4	3	13.6	11	50.0	0.0
1	2009	40	39	97.5	10	25.0	1	2.5	30	75.0	8	20.0	4	10.0	7.5
	2010	30	29	96.7	5	16.7	0	0.0	7	23.3	6	20.0	4	13.3	3.3
	2011	39	37	94.9	8	20.5	0	0.0	11	28.2	11	28.2	4	10.3	5.1
2	2009	44	44	100.0	8	18.2	2	4.5	28	63.6	12	27.3	4	9.1	2.3
	2010	40	39	97.5	11	27.5	1	2.5	24	60.0	15	37.5	5	12.5	5.0
	2011	25	24	96.0	4	16.0	0	0.0	11	44.0	9	36.0	3	12.0	0.0
3	2009	27	25	92.6	6	22.2	3	11.1	17	63.0	7	25.9	5	18.5	0.0
	2010	37	36	97.3	9	24.3	2	5.4	21	56.8	12	32.4	4	10.8	0.0
	2011	34	31	91.2	9	26.5	1	2.9	21	61.8	14	41.2	2	5.9	0.0
4	2009	24	23	95.8	3	12.5	1	4.2	10	41.7	8	33.3	3	12.5	0.0
	2010	28	28	100.0	9	32.1	3	10.7	16	57.1	10	35.7	2	7.1	0.0
	2011	41	39	95.1	9	22.0	6	14.6	14	34.1	18	43.9	10	24.4	2.4
5	2009	24	24	100.0	2	8.3	2	8.3	9	37.5	9	37.5	2	8.3	0.0
	2010	22	21	95.5	1	4.5	0	0.0	5	22.7	11	50.0	4	18.2	0.0
	2011	30	30	100.0	10	33.3	3	10.0	20	66.7	11	36.7	3	10.0	0.0
PK-5	2009	224	218	97.3	43	19.2	9	4.0	119	53.1	44	19.6	64	28.6	1.8
	2010	224	218	97.3	51	22.8	6	2.7	104	46.4	58	25.9	61	27.2	1.8
	2011	224	214	95.5	55	24.6	11	4.9	104	46.4	66	29.5	66	29.5	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	2009	27.5	13,515.0	26.1	94.9	12,939.1	95.7	16	58.2	22.3	20	11,501	72.7	85.1
	2010	33.3	13,234.2	32.2	96.8	12,616.4	95.3	9	27.0	21.7	30	11,233	90.1	84.9
	2011	23.1	13,210.6	21.7	93.9	12,645.0	95.7	15	65.0	21.5	15	11,602	65.0	87.8
1	2009	41.2	14,250.8	39.7	96.3	13,719.9	96.3	8	19.4	20.5	33	12,300	80.1	86.3
	2010	28.7	13,848.4	27.5	95.7	13,286.3	95.9	15	52.2	20.3	19	11,978	66.2	86.5
	2011	37.3	13,458.2	36.2	96.9	12,967.0	96.4	9	24.1	19.0	34	12,047	91.1	89.5
2	2009	43.3	13,950.1	42.0	96.9	13,499.0	96.8	10	23.1	18.5	36	12,231	83.1	87.7
	2010	38.6	13,440.8	37.6	97.3	12,947.4	96.3	11	28.5	19.2	35	11,794	90.6	87.7
	2011	22.6	13,012.8	21.6	95.7	12,592.7	96.8	13	57.6	17.1	17	11,853	75.3	91.1
3	2009	26.8	13,095.5	25.9	96.6	12,710.6	97.1	9	33.6	18.2	22	11,634	82.1	88.8
	2010	37.2	13,291.1	36.1	97.0	12,853.9	96.7	11	29.6	17.8	30	11,815	80.6	88.9
	2011	34.8	12,619.0	33.8	97.2	12,254.0	97.1	5	14.4	16.7	32	11,604	91.9	92.0
4	2009	24.6	12,156.4	23.9	97.3	11,789.9	97.0	5	20.3	17.9	21	10,731	85.3	88.3
	2010	30.4	12,299.7	29.4	96.7	11,900.0	96.8	8	26.3	17.3	22	10,987	72.4	89.3
	2011	39.5	12,506.4	38.4	97.2	12,149.9	97.1	14	35.4	15.7	34	11,544	86.0	92.3
5	2009	24.5	11,903.5	23.9	97.3	11,552.9	97.1	5	20.4	17.3	21	10,563	85.6	88.7
	2010	20.4	11,687.8	20.0	97.7	11,310.1	96.8	4	19.6	17.1	18	10,453	88.1	89.4
	2011	28.8	11,742.5	28.3	98.1	11,419.3	97.2	1	3.5	8.3	29	10,892	100.0	92.8
KN-5	2009	205.5	83,476.5	198.3	96.5	80,586.5	96.5	100	48.7	30.6	182	76,517	88.6	91.7
	2010	188.7	77,802.0	182.7	96.9	74,914.0	96.3	58	30.7	18.9	154	68,260	81.6	87.7
	2011	186.1	76,549.5	180.0	96.7	74,027.9	96.7	57	30.6	16.6	161	69,542	86.5	90.8

Teachers: 18

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	12	66.7
Hispanic	2	11.1
White	4	22.2
Multiple categories	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	14	77.8
Male	4	22.2

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	3.5	NA
2009-10	7.9	NA
2010-11	7.0	94.4

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	5.6
2	0	0.0
3	1	5.6
4	2	11.1
5	1	5.6
1-3	2	11.1
More than 3	16	88.9
1 - 5	5	27.8
6 - 10	7	38.9
11 - 20	1	5.6
More than 20	5	27.8

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	2009	*	93.8	100.0	96.0	*	100.0	100.0		93.3	100.0	96.3	87.3	27
	2010		96.3	71.4	91.2	*	62.5	75.0		72.7	95.8	88.6	85.4	35
	2011		72.7	*	79.2	*	*	60.0		62.5	100.0	77.8	82.0	27
4	2009	*	78.6	75.0	77.3		*	80.0		62.5	86.7	78.3	75.8	23
	2010		64.3	75.0	69.2	*	57.1	44.4		61.5	76.9	69.2	77.9	26
	2011	*	85.7	75.0	86.1	*	62.5	72.7		69.2	84.6	79.5	78.6	39
5	2009	*	93.8	*	95.7	*	*	87.5		100.0	90.0	95.7	82.9	23
	2010	*	100.0	*	100.0		*	*		100.0	100.0	100.0	86.1	21
	2011		64.3	85.7	76.7	*	77.8	66.7		82.4	69.2	76.7	89.0	30
3-5	2009	*	89.1	90.9	90.0	*	100.0	91.4		88.9	91.9	90.4	81.5	73
	2010	*	89.3	79.2	86.4	*	62.5	70.0		75.8	91.8	85.4	83.4	82
	2011	*	76.6	84.0	81.1	37.5	72.2	66.0		71.7	84.0	78.1	83.6	96

NUMBER TESTED IN GRADES 3-5													
2009	4	46	22	70	4	11	35	0	36	37	73	28,126	
2010	1	56	24	81	4	16	30	0	33	49	82	24,751	
2011	1	64	25	90	8	18	47	0	46	50	96	22,181	

Shaded cells indicate percentages below 70 percent, the 2010-11 AEIS 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)
3	2009	*	1	0	1	*	0	0		1	0	1	960	27
	2010		1	2	3	*	3	4		3	1	4	1,039	35
	2011		6	*	5	*	*	6		6	0	6	1,214	27
4	2009	*	3	2	5		*	2		3	2	5	2,449	23
	2010		5	3	8	*	3	5		5	3	8	1,640	26
	2011	*	4	2	5	*	3	3		4	4	8	1,506	39
5	2009	*	1	*	1	*	*	1		0	1	1	1,793	23
	2010	*	0	*	0		*	*		0	0	0	1,427	21
	2011		5	2	7	*	2	7		3	4	7	919	30
3-5	2009	*	5	2	7	*	0	3		4	3	7	5,202	73
	2010	*	6	5	11	*	6	9		8	4	12	4,106	82
	2011	*	15	4	17	5	5	16		13	8	21	3,639	96

NUMBER TESTED IN GRADES 3-5													
2009	4	46	22	70	4	11	35	0	36	37	73	28,126	
2010	1	56	24	81	4	16	30	0	33	49	82	24,751	
2011	1	64	25	90	8	18	47	0	46	50	96	22,181	

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	2009	77.5	78.8	82.1	84.3
	2010	83.0	82.4	81.4	82.1
	2011	78.0	72.0	72.8	71.3
4	2009	83.8	76.6	77.0	79.1
	2010	73.8	75.0	75.8	67.3
	2011	80.5	82.7	79.9	73.8
5	2009	81.3	81.5	84.8	79.9
	2010	88.3	88.7	86.9	85.0
	2011	80.8	77.1	77.9	81.0
3-5	2009	80.7	79.0	81.3	81.3
	2010	81.5	81.7	81.1	78.2
	2011	79.9	77.9	77.3	75.4

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	2009	*	25.0	11.1	20.0	*	0.0	5.9		13.3	25.0	18.5	34.1	27
	2010		44.4	28.6	41.2	*	25.0	18.8		18.2	50.0	40.0	37.1	35
	2011		36.4	*	37.5	*	*	6.7		12.5	72.7	37.0	33.6	27
4	2009	*	21.4	25.0	27.3		*	10.0		37.5	20.0	26.1	18.4	23
	2010		0.0	8.3	3.8	*	0.0	0.0		7.7	0.0	3.8	19.4	26
	2011	*	35.7	25.0	33.3	*	25.0	18.2		30.8	30.8	30.8	27.7	39
5	2009	*	18.8	*	21.7	*	*	12.5		23.1	20.0	21.7	18.5	23
	2010	*	20.0	*	38.1		*	*		44.4	33.3	38.1	23.6	21
	2011		14.3	21.4	23.3	*	11.1	4.8		5.9	46.2	23.3	28.1	30
3-5	2009	*	21.7	13.6	22.9	*	0.0	8.6		22.2	21.6	21.9	22.7	73
	2010	*	26.8	29.2	28.4	*	18.8	16.7		21.2	32.7	28.0	26.2	82
	2011	*	31.3	24.0	31.1	12.5	16.7	8.5		15.2	44.0	30.2	29.7	96

NUMBER TESTED IN GRADES 3-5													
2009	4	46	22	70	4	11	35	0	36	37	73	28,126	
2010	1	56	24	81	4	16	30	0	33	49	82	24,751	
2011	1	64	25	90	8	18	47	0	46	50	96	22,181	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010-11.

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	2009	*	100.0	88.9	95.8	*	83.3	93.8		100.0	91.7	96.2	77.3	26
	2010		85.2	62.5	80.0	*	66.7	68.8		83.3	79.2	80.6	78.2	36
	2011		59.1	90.9	71.9	*	88.9	60.9		66.7	78.6	71.4	80.7	35
4	2009	*	86.7	75.0	82.6	*	*	81.8		66.7	93.3	83.3	79.4	24
	2010		71.4	92.3	81.5	*	87.5	50.0		85.7	76.9	81.5	81.8	27
	2011		78.6	66.7	78.4	*	55.6	58.3		50.0	88.0	74.4	82.6	39
5	2009	*	81.3	*	87.0	*	*	62.5		100.0	70.0	87.0	87.0	23
	2010	*	80.0	*	85.7		*	*		88.9	83.3	85.7	87.7	21
	2011		64.3	100.0	83.9	*	100.0	81.8		82.4	85.7	83.9	88.7	31
3-5	2009	*	89.1	86.4	88.6	*	90.9	82.9		91.7	86.5	89.0	81.0	73
	2010	*	80.4	84.6	81.9	*	77.8	64.5		85.7	79.6	82.1	82.3	84
	2011		68.8	88.6	78.0	44.4	82.1	68.4		67.3	84.9	76.2	83.9	105

NUMBER TESTED IN GRADES 3-5													
2009	4	46	22	70	5	11	35	0	36	37	73	33,546	
2010	1	56	26	83	4	18	31	0	35	49	84	34,834	
2011	0	64	35	100	9	28	57	0	52	53	105	35,642	

Shaded cells indicate percentages below 65 percent, the 2010-11 AEIS 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)
3	2009	*	0	1	1	*	1	1		0	1	1	2,781	26
	2010		4	3	7	*	3	5		2	5	7	2,739	36
	2011		9	1	9	*	1	9		7	3	10	2,370	35
4	2009	*	2	2	4	*	*	2		3	1	4	2,196	24
	2010		4	1	5	*	1	5		2	3	5	2,101	27
	2011		6	3	8	*	4	5		7	3	10	2,100	39
5	2009	*	3	*	3	*	*	3		0	3	3	1,386	23
	2010	*	3	*	3		*	*		1	2	3	1,314	21
	2011		5	0	5	*	0	4		3	2	5	1,274	31
3-5	2009	*	5	3	8	*	1	6		3	5	8	6,363	73
	2010	*	11	4	15	*	4	11		5	10	15	6,154	84
	2011		20	4	22	5	5	18		17	8	25	5,744	105

NUMBER TESTED IN GRADES 3-5													
2009	4	46	22	70	5	11	35	0	36	37	73	33,546	
2010	1	56	26	83	4	18	31	0	35	49	84	34,834	
2011	0	64	35	100	9	28	57	0	52	53	105	35,642	

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	2009	86.2	87.8	89.1	93.6	92.3	75.0
	2010	80.8	75.9	88.4	78.7	81.9	68.8
	2011	78.0	76.2	81.9	81.4	76.4	69.6
4	2009	86.7	89.3	73.6	81.9	82.3	76.6
	2010	84.8	89.4	84.0	75.3	69.4	69.0
	2011	80.7	86.8	75.6	74.8	79.5	73.1
5	2009	79.1	84.5	84.5	80.7	69.6	82.6
	2010	79.2	74.1	87.8	70.1	78.6	69.6
	2011	79.2	73.3	81.1	75.1	76.6	70.2
3-5	2009	84.1	87.2	82.6	85.7	81.8	77.9
	2010	81.7	79.8	86.8	75.5	77.1	69.0
	2011	79.3	79.3	79.3	77.1	77.6	71.1

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	2009	*	53.3	44.4	50.0	*	50.0	43.8		57.1	41.7	50.0	29.0	26
	2010		22.2	12.5	20.0	*	11.1	6.3		25.0	16.7	19.4	21.3	36
	2011		13.6	54.5	31.3	*	55.6	21.7		23.8	35.7	28.6	24.4	35
4	2009	*	33.3	50.0	43.5	*	*	45.5		44.4	40.0	41.7	31.6	24
	2010		14.3	15.4	14.8	*	0.0	0.0		14.3	15.4	14.8	29.1	27
	2011		35.7	11.1	29.7	*	11.1	8.3		21.4	32.0	28.2	31.3	39
5	2009	*	25.0	*	30.4	*	*	25.0		38.5	20.0	30.4	38.4	23
	2010	*	20.0	*	19.0		*	*		0.0	33.3	19.0	34.5	21
	2011		0.0	40.0	22.6	*	50.0	22.7		29.4	14.3	22.6	32.5	31
3-5	2009	*	37.0	45.5	41.4	*	54.5	40.0		47.2	35.1	41.1	32.8	73
	2010	*	19.6	15.4	18.1	*	5.6	3.2		14.3	20.4	17.9	27.9	84
	2011		20.3	37.1	28.0	11.1	39.3	19.3		25.0	28.3	26.7	29.3	105

NUMBER TESTED IN GRADES 3-5													
2009	4	46	22	70	5	11	35	0	36	37	73	33,546	
2010	1	56	26	83	4	18	31	0	35	49	84	34,834	
2011	0	64	35	100	9	28	57	0	52	53	105	35,642	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010-11.

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	2009	*	85.7	100.0	90.5		*	100.0		85.7	93.3	90.9	87.4	22
	2010		78.6	100.0	88.9	*	100.0	80.0		85.7	92.3	88.9	89.8	27
	2011		96.6	75.0	91.7	*	62.5	72.7		78.6	96.0	89.7	86.9	39

NUMBER TESTED IN GRADE 4													
2009	1	14	7	21	0	3	10	0	7	15	22	10,032	
2010	0	14	13	27	3	8	10	0	14	13	27	7,294	
2011	0	29	8	36	3	8	11	0	14	25	39	6,935	

Shaded cells indicate percentages below 70 percent, the 2010-11 AEIS 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	2009	*	2	0	2		*	0		1	1	2	1,264	22
	2010		3	0	3	*	0	2		2	1	3	744	27
	2011		1	2	3	*	3	3		3	1	4	908	39

NUMBER TESTED IN GRADE 4													
2009	1	14	7	21	0	3	10	0	7	15	22	10,032	
2010	0	14	13	27	3	8	10	0	14	13	27	7,294	
2011	0	29	8	36	3	8	11	0	14	25	39	6,935	

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	2009	2.1	92.0	83.5	89.2	91.5
	2010	2.1	74.1	77.8	80.6	87.5
	2011	2.4	82.7	82.1	86.9	83.0

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

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009	*	7.1	28.6	14.3		*	20.0		14.3	13.3	13.6	21.0	22
	2010		14.3	7.7	11.1	*	0.0	0.0		7.1	15.4	11.1	23.8	27
	2011		37.9	12.5	33.3	*	12.5	9.1		28.6	32.0	30.8	22.4	39

NUMBER TESTED IN GRADE 4													
2009	1	14	7	21	0	3	10	0	7	15	22	10,032	
2010	0	14	13	27	3	8	10	0	14	13	27	7,294	
2011	0	29	8	36	3	8	11	0	14	25	39	6,935	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010-11.

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	2009	*	66.7	*	77.3	*	*	85.7		83.3	70.0	77.3	75.9	22
	2010	*	73.3	*	81.0		*	*		77.8	83.3	81.0	81.4	21
	2011		78.6	86.7	83.9	*	80.0	77.3		88.2	78.6	83.9	80.9	31

NUMBER TESTED IN GRADE 5													
2009	1	15	5	22	1	2	7	0	12	10	22	10,550	
2010	1	15	5	21	0	1	5	0	9	12	21	10,576	
2011	0	14	15	31	4	10	22	0	17	14	31	10,176	

Shaded cells indicate percentages below 60 percent, the 2010-11 AEIS 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	2009	*	5	*	5	*	*	1		2	3	5	2,542	22
	2010	*	4	*	4		*	*		2	2	4	1,965	21
	2011		3	2	5	*	2	5		2	3	5	1,942	31

NUMBER TESTED IN GRADE 5													
2009	1	15	5	22	1	2	7	0	12	10	22	10,550	
2010	1	15	5	21	0	1	5	0	9	12	21	10,576	
2011	0	14	15	31	4	10	22	0	17	14	31	10,176	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	88.1	91.4	75.8	73.7
	2010	84.6	87.3	91.5	67.2
	2011	83.4	86.4	85.7	84.6

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	2009	*	13.3	*	22.7	*	*	0.0		33.3	10.0	22.7	29.1	22
	2010	*	20.0	*	28.6		*	*		33.3	25.0	28.6	32.8	21
	2011		0.0	40.0	25.8	*	10.0	13.6		23.5	28.6	25.8	34.0	31

NUMBER TESTED IN GRADES 5													
2009	1	15	5	22	1	2	7	0	12	10	22	10,550	
2010	1	15	5	21	0	1	5	0	9	12	21	10,576	
2011	0	14	15	31	4	10	22	0	17	14	31	10,176	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010-11.

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	2009												89.4	0
	2010			*	*		*			*		*	84.5	1
	2011			100.0	100.0		100.0	100.0		*	*	100.0	87.2	8
4	2009												72.7	0
	2010			*	*		*	*		*	*	*	84.4	2
	2011												85.0	0
5	2009												79.7	0
	2010												80.3	0
	2011			*	*		*	*			*	*	86.3	1
ALL	2009												—	0
	2010			*	*		*	*		*	*	*	—	3
	2011			100.0	100.0		100.0	100.0		*	*	100.0	—	9

NUMBER TESTED IN GRADES ALL														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2010	0	0	3	3	0	3	1	0	2	1	3	3	—	
2011	0	0	9	9	0	9	9	0	5	4	9	9	—	

Shaded cells indicate percentages below 70 percent, the 2010-11 AEIS 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)
3	2009												514	0
	2010			*	*		*			*		*	863	1
	2011			0	0		0	0		*	*	0	710	8
4	2009												268	0
	2010			*	*		*	*		*	*	*	651	2
	2011												755	0
5	2009												86	0
	2010												120	0
	2011			*	*		*	*			*	*	398	1
ALL	2009												—	0
	2010			*	*		*	*		*	*	*	—	3
	2011			0	0		0	0		*	*	0	—	9

NUMBER TESTED IN GRADES ALL														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2010	0	0	3	3	0	3	1	0	0	2	1	3	—	
2011	0	0	9	9	0	9	9	0	0	5	4	9	—	

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	2009				
	2010	*	*	*	*
	2011	71.7	91.1	75.0	84.4
4	2009				
	2010	*	*	*	*
	2011				
5	2009				
	2010				
	2011	*	*	*	*
ALL	2009				
	2010	*	*	*	*
	2011	74.8	90.7	76.4	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	2009												30.6	0
	2010			*	*		*			*		*	39.6	1
	2011			12.5	12.5		12.5	12.5		*	*	12.5	43.5	8
4	2009												21.1	0
	2010			*	*		*	*		*	*	*	34.4	2
	2011												38.5	0
5	2009												15.3	0
	2010												21.2	0
	2011			*	*		*	*			*	*	29.0	1
ALL	2009												—	0
	2010			*	*		*	*		*	*	*	—	3
	2011			22.2	22.2		22.2	22.2		*	*	22.2	—	9

NUMBER TESTED IN ALL GRADES														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2010	0	0	3	3	0	3	1	0	0	2	1	3	—	
2011	0	0	9	9	0	9	9	0	0	5	4	9	—	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010-11.

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the ITBS

Grade	Year	READING TOTAL (**READING PROFILE TOTAL)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009				54.4	0
	2010	22.2	55.6	33.3	61.2	27
	2011	40.0	*	46.2	63.3	13
1	2009	64.0	77.8	67.6	54.2	34
	2010	*	68.0	63.0	55.2	27
	2011	33.3	39.3	38.2	58.1	34
2	2009	42.3	66.7	51.2	47.9	41
	2010	14.3	93.8	56.7	48.6	30
	2011	25.0	60.0	47.8	50.7	23
5	2009					0
	2010					0
	2011	0.0	50.0	17.2	36.2	29
1-5	2009	52.9	70.8	58.7	51.0	75
	2010	12.5	78.0	59.6	51.9	57
	2011	12.1	47.2	33.7	47.2	86

Number Tested	2009	51	24	75	15,925	
	2010	34	50	84	20,252	
	2011	43	56	99	29,763	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009	70.0	82.4	77.8	52.8	27
	2010	43.5	70.0	51.5	51.2	33
	2011	58.8	*	60.0	56.8	20
1	2009	52.0	66.7	55.9	50.4	34
	2010	71.4	56.0	59.4	48.8	32
	2011	45.5	61.5	56.8	53.1	37
2	2009	44.4	66.7	52.4	53.2	42
	2010	45.8	93.8	65.0	54.6	40
	2011	45.5	73.3	61.5	56.8	26
5	2009					0
	2010					0
	2011	15.0	40.0	23.3	44.8	30
K-5	2009	51.6	73.2	60.2	52.3	103
	2010	48.1	70.6	59.0	51.5	105
	2011	39.0	61.1	49.6	53.3	113

Number Tested	2009	62	41	103	30,563	
	2010	54	51	105	40,163	
	2011	59	54	113	51,019	

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**	2009												54.4	0
	2010		31.8	*	34.6		*	22.2		27.3	37.5	33.3	61.2	27
	2011	*	40.0	*	46.2	*		40.0		*	55.6	46.2	63.3	13
1	2009	*	64.0	75.0	69.7	*	66.7	64.0		42.9	85.0	67.6	54.2	34
	2010	*	68.2	*	61.5			*		58.3	66.7	63.0	55.2	27
	2011		37.5	57.1	37.5		*	33.3		33.3	42.1	38.2	58.1	34
2	2009	*	58.1	25.0	51.2	*	25.0	42.3		64.3	44.4	51.2	47.9	41
	2010	*	55.6	*	58.6	*	*	14.3		42.9	68.8	56.7	48.6	30
	2011		52.9	*	45.5		*	25.0		72.7	25.0	47.8	50.7	23
1-2	2009	*	60.7	50.0	59.5	*	42.9	52.9		53.6	61.7	58.7	51.0	75
	2010	*	61.2	*	60.0	*	*	12.5		50.0	67.7	59.6	51.9	57
	2011		43.9	50.0	40.7		*	28.6		50.0	35.5	42.1	54.4	57
5	2009													0
	2010													0
	2011		7.7	14.3	17.2	*	0.0	0.0		11.8	25.0	17.2	36.2	29
1-5	2009	*	60.7	50.0	59.5	*	42.9	52.9		53.6	61.7	58.7	51.0	75
	2010	*	61.2	*	60.0	*	*	12.5		50.0	67.7	59.6	51.9	57
	2011		35.2	30.8	32.5	*	15.4	12.1		34.9	32.6	33.7	47.2	86

Number Tested	2009	2	56	16	74	3	14	51	0	28	47	75	14,637
	2010	3	49	5	55	1	1	16	0	26	31	57	13,990
	2011	0	54	26	83	3	13	33	0	43	43	86	23,002

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**	2009												304	0
	2010		0	*	0		*	0		0	0	0	1,717	27
	2011	*	1	*	1	*		1		*	1	1	2,106	13
1	2009	*	8	1	10	*	0	6		3	7	10	1,659	34
	2010	*	8	*	9			*		5	5	10	1,729	27
	2011		3	1	4		*	0		2	2	4	1,963	34
2	2009	*	0	0	1	*	0	1		1	0	1	1,027	41
	2010	*	2	*	3	*	*	0		1	2	3	954	30
	2011		1	*	0		*	0		1	0	1	1,020	23
1-2	2009	*	8	1	11	*	0	7		4	7	11	2,688	75
	2010	*	10	*	12	*	*	0		6	7	13	2,683	57
	2011		4	1	4		*	0		3	2	5	2,983	57
5	2009													0
	2010													0
	2011		0	1	1	*	0	0		1	0	1	701	29
1-5	2009	*	8	1	11	*	0	7		4	7	11	2,688	75
	2010	*	10	*	12	*	*	0		6	7	13	2,683	57
	2011		4	2	5	*	0	0		4	2	6	3,694	86

Number Tested	2009	2	56	16	74	3	14	51	0	28	47	75	14,637
	2010	3	49	5	55	1	1	16	0	26	31	57	13,990
	2011	0	54	26	83	3	13	33	0	43	43	86	23,002

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**	2009		73.7	87.5	76.9		*	70.0		82.4	70.0	77.8	52.8	27
	2010		40.9	77.8	50.0		71.4	43.5		46.7	55.6	51.5	51.2	33
	2011	*	60.0	50.0	60.0	*	33.3	58.8		50.0	66.7	60.0	56.8	20
1	2009	*	52.0	62.5	57.6	*	50.0	52.0		57.1	55.0	55.9	50.4	34
	2010	*	54.5	62.5	58.1		*	71.4		62.5	56.3	59.4	48.8	32
	2011		54.5	66.7	54.3		62.5	45.5		58.8	55.0	56.8	53.1	37
2	2009	*	50.0	62.5	52.4	*	62.5	44.4		60.0	48.1	52.4	53.2	42
	2010	*	63.0	66.7	66.7	*	63.6	45.8		57.9	71.4	65.0	54.6	40
	2011		58.8	75.0	60.0		*	45.5		78.6	41.7	61.5	56.8	26
K-2	2009	*	56.6	70.8	60.4	*	63.2	51.6		67.4	54.4	60.2	52.3	103
	2010	*	53.5	69.0	58.8	*	65.2	48.1		56.0	61.8	59.0	51.5	105
	2011	*	57.1	64.3	57.5	*	55.6	51.3		64.1	54.5	59.0	55.6	83
5	2009													0
	2010													0
	2011		7.7	26.7	23.3	*	30.0	15.0		17.6	30.8	23.3	44.8	30
K-5	2009	*	56.6	70.8	60.4	*	63.2	51.6		67.4	54.4	60.2	52.3	103
	2010	*	53.5	69.0	58.8	*	65.2	48.1		56.0	61.8	59.0	51.5	105
	2011	*	46.8	51.2	48.2	*	46.4	39.0		50.0	49.1	49.6	53.3	113

Number Tested	2009	2	76	24	101	3	19	62	0	46	57	103	30,563
	2010	3	71	29	102	1	23	54	0	50	55	105	40,163
	2011	1	62	43	110	4	28	59	0	56	57	113	51,019

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**	2009		5	3	7		*	3		6	2	8	2,455	27
	2010		3	0	3		0	3		0	3	3	2,358	33
	2011	*	1	0	3	*	0	2		0	3	3	2,815	20
1	2009	*	4	2	7	*	1	5		3	4	7	1,577	34
	2010	*	1	2	2		*	1		3	0	3	2,266	32
	2011		3	2	5		0	0		0	5	5	2,716	37
2	2009	*	5	1	6	*	1	3		2	4	6	1,686	42
	2010	*	4	4	9	*	3	3		6	3	9	2,484	40
	2011		4	2	5		*	1		5	1	6	2,746	26
K-2	2009	*	14	6	20	*	4	11		11	10	21	5,718	103
	2010	*	8	6	14	*	4	7		9	6	15	7,108	105
	2011	*	8	4	13	*	1	3		5	9	14	8,277	83
5	2009													0
	2010													0
	2011		0	0	1	*	0	0		0	1	1	1,395	30
K-5	2009	*	14	6	20	*	4	11		11	10	21	5,718	103
	2010	*	8	6	14	*	4	7		9	6	15	7,108	105
	2011	*	8	4	14	*	1	3		5	10	15	9,696	113

Number Tested	2009	2	76	24	101	3	19	62	0	46	57	103	30,563
	2010	3	71	29	102	1	23	54	0	50	55	105	40,163
	2011	1	62	43	110	4	28	59	0	56	57	113	51,019

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	2009	*	60.0	83.3	70.3	*	80.0	65.5		82.4	57.1	68.4	66.0	38
	2010	*	59.1	50.0	58.1		*	42.9		62.5	56.3	59.4	63.5	32
	2011		63.6	75.0	62.9		75.0	63.6		70.6	60.0	64.9	66.7	37
2	2009	*	58.1	75.0	61.0	*	75.0	57.7		71.4	55.6	61.0	60.9	41
	2010	*	77.8	66.7	76.9	*	63.6	62.5		73.7	76.2	75.0	61.4	40
	2011		64.7	75.0	68.0		*	45.5		85.7	50.0	69.2	62.0	26
1-2	2009	*	58.9	80.0	65.4	*	77.8	61.8		77.4	56.3	64.6	63.5	79
	2010	*	69.4	60.0	68.6	*	56.3	58.1		68.6	67.6	68.1	62.5	72
	2011		64.1	75.0	65.0		75.0	54.5		77.4	56.3	66.7	64.4	63
5	2009													0
	2010													0
	2011		7.7	46.7	30.0	*	50.0	35.0		35.3	23.1	30.0	48.6	30
1-5	2009	*	58.9	80.0	65.4	*	77.8	61.8		77.4	56.3	64.6	63.5	79
	2010	*	69.4	60.0	68.6	*	56.3	58.1		68.6	67.6	68.1	62.5	72
	2011		50.0	62.9	53.3	*	63.6	45.2		62.5	46.7	54.8	59.7	93

Number Tested	2009	2	56	20	78	3	18	55	0	31	48	79	27,480
	2010	3	49	20	70	1	16	31	0	35	37	72	26,937
	2011	0	52	35	90	3	22	42	0	48	45	93	38,176

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	2009	*	5	4	10	*	4	7		6	4	10	4,597	38
	2010	*	8	4	11		*	2		8	4	12	4,129	32
	2011		6	5	11		3	3		4	7	11	4,427	37
2	2009	*	7	4	11	*	4	8		5	6	11	3,822	41
	2010	*	9	2	12	*	1	3		5	7	12	3,776	40
	2011		5	1	5		*	1		6	0	6	3,810	26
1-2	2009	*	12	8	21	*	8	15		11	10	21	8,419	79
	2010	*	17	6	23	*	3	5		13	11	24	7,905	72
	2011		11	6	16		4	4		10	7	17	8,237	63
5	2009													0
	2010													0
	2011		0	0	0	*	0	0		0	0	0	1,416	30
1-5	2009	*	12	8	21	*	8	15		11	10	21	8,419	79
	2010	*	17	6	23	*	3	5		13	11	24	7,905	72
	2011		11	6	16	*	4	4		10	7	17	9,660	93

Number Tested	2009	2	56	20	78	3	18	55	0	31	48	79	27,480
	2010	3	49	20	70	1	16	31	0	35	37	72	26,937
	2011	0	52	35	90	3	22	42	0	48	45	93	38,176

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	2009			*	*		*	*		*		*	88.6	5
	2010			83.3	83.3		*	*		*	*	83.3	89.3	6
	2011			100.0	100.0		100.0	100.0		*	*	100.0	90.9	7
1	2009			*	*		*	*		*	*	*	88.6	4
	2010			*	*		*	*		*	*	*	89.1	5
	2011			*	*		*	*		*	*	*	89.4	5
2	2009												94.0	0
	2010			90.0	90.0		90.0	90.0		*	*	90.0	93.8	10
	2011			*	*		*	*		*		*	94.9	3
K-2	2009			88.9	88.9		88.9	88.9		87.5	*	88.9	90.4	9
	2010			85.7	85.7		85.0	85.0		84.6	87.5	85.7	90.7	21
	2011			93.3	93.3		92.9	93.3		90.9	*	93.3	91.7	15
5	2009													0
	2010													0
	2011			*	*		*	*			*	*	93.5	1
K-5	2009			88.9	88.9		88.9	88.9		87.5	*	88.9	90.4	9
	2010			85.7	85.7		85.0	85.0		84.6	87.5	85.7	90.7	21
	2011			93.8	93.8		93.3	93.8		90.9	*	93.8	91.9	16

Number Tested	2009	0	0	9	9	0	9	9	0	8	1	9	19,076
	2010	0	0	21	21	0	20	20	0	13	8	21	19,041
	2011	0	0	16	16	0	15	16	0	11	5	16	21,141

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	2009			*	*		*	*		*		*	3,525	5
	2010			5	5		*	*		*	*	5	3,523	6
	2011			1	1		1	1		*	*	1	3,964	7
1	2009			*	*		*	*		*	*	*	2,523	4
	2010			*	*		*	*		*	*	*	2,529	5
	2011			*	*		*	*		*	*	*	2,459	5
2	2009												2,909	0
	2010			4	4		4	4		*	*	4	3,040	10
	2011			*	*		*	*		*		*	3,227	3
K-2	2009			5	5		5	5		5	*	5	8,957	9
	2010			10	10		9	9		7	3	10	9,092	21
	2011			5	5		5	5		4	*	5	9,650	15
5	2009													0
	2010													0
	2011			*	*		*	*			*	*	856	1
K-5	2009			5	5		5	5		5	*	5	8,957	9
	2010			10	10		9	9		7	3	10	9,092	21
	2011			6	6		6	6		4	*	6	10,519	16

Number Tested	2009	0	0	9	9	0	9	9	0	8	1	9	19,076
	2010	0	0	21	21	0	20	20	0	13	8	21	19,041
	2011	0	0	16	16	0	15	16	0	11	5	16	21,141

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2010		Level 2 in 2010		Level 3 in 2010		Levels 1-3 in 2010	
	Number Tested Both Years	Percentage Improved in 2011	Number Tested Both Years	Percentage Improved in 2011	Number Tested Both Years	Percentage Improved in 2011	Number Tested Both Years	Percentage Improved in 2011
4	1	100.0	0	-	6	0.0	7	14.3
ALL	1	100.0	0	-	6	0.0	7	14.3

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
KN (8)	Beginning	1	12.5	2	25.0	5	62.5	5	62.5	5	62.5
	Intermediate	2	25.0	3	37.5	3	37.5	3	37.5	3	37.5
	Advanced	4	50.0	2	25.0	0	0.0	0	0.0	0	0.0
	Advanced High	1	12.5	1	12.5	0	0.0	0	0.0	0	0.0
1 (8)	Beginning	0	0.0	0	0.0	2	25.0	1	12.5	1	12.5
	Intermediate	3	37.5	3	37.5	3	37.5	3	37.5	3	37.5
	Advanced	4	50.0	5	62.5	3	37.5	2	25.0	2	25.0
	Advanced High	1	12.5	0	0.0	0	0.0	2	25.0	2	25.0
3 (10)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	10.0	1	10.0	4	40.0	3	30.0	3	30.0
	Advanced	2	20.0	3	30.0	4	40.0	2	20.0	2	20.0
	Advanced High	7	70.0	6	60.0	2	20.0	5	50.0	5	50.0
4 (9)	Beginning	0	0.0	0	0.0	1	11.1	1	11.1	1	11.1
	Intermediate	1	11.1	1	11.1	2	22.2	3	33.3	3	33.3
	Advanced	4	44.4	5	55.6	2	22.2	1	11.1	1	11.1
	Advanced High	4	44.4	3	33.3	4	44.4	4	44.4	4	44.4
5 (10)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	3	30.0	4	40.0	3	30.0	0	0.0	0	0.0
	Advanced High	7	70.0	6	60.0	7	70.0	10	100.0	10	100.0

**PROGRESSION FROM
2010 TO 2011**

Number Rated Both Years N (%) Progressed	2011 Level	2010 Level			
		Beg	Int	Adv	Adv High
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
8 4 (50.0%)	Beginning	1			
	Intermediate	0	3		
	Advanced	1	1	0	
	Advanced High	0	0	2	
10 6 (60.0%)	Beginning	0			
	Intermediate	1	2		
	Advanced	0	0	2	
	Advanced High	0	1	4	
7 6 (85.7%)	Beginning	1			
	Intermediate	2	0		
	Advanced	0	1	0	
	Advanced High	0	1	2	
10 10 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	2	8	

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
ALL (49)	Beginning	1	2.0	2	4.1	8	16.3	7	14.3	7	14.3
	Intermediate	7	14.3	9	18.4	16	32.7	14	28.6	14	28.6
	Advanced	20	40.8	21	42.9	12	24.5	7	14.3	7	14.3
	Advanced High	21	42.9	17	34.7	13	26.5	21	42.9	21	42.9

**PROGRESSION FROM
2010 TO 2011**

Number Rated Both Years N (%) Progressed	2011 Level	2010 Level			
		Beg	Int	Adv	Adv High
38 27 (71.1%)	Beginning	2			
	Intermediate	3	6		
	Advanced	1	3	3	
	Advanced High	0	4	16	

■ Indicates students who progressed at least one level from 2010 to 2011.