

DATA PACKET

for 2011-12 planning

School Number 115

HARRELL BUDD



**Dallas
Independent
School
District**

**Evaluation & Accountability
Data Analysis, Reporting, and Research Services**

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Published July 27, 2011

2. Contents Table of Contents

STUDENTS AND STAFF

5. Summary Summary of Student and Teacher Statistics
 7. Enrollment (2) Enrollment Statistics by Select Student Group
 9. Teachers Teacher Statistics

TAKS / TAKS (ACCOMMODATED)

10. TAKS Read TAKS/TAKS(Acc) Reading
 18. TAKS Writing TAKS/TAKS(Acc) Writing
 26. TAKS (SP) Read Spanish TAKS/TAKS(Acc) Reading
 34. TAKS (SP) Sci Spanish TAKS/TAKS(Acc) Science

ITBS / LOGRAMOS

39. ITBS Read ITBS Reading
 45. LOG Read Logramos Reading

ENGLISH PROFICIENCY

47. WMLS Woodcock-Muñoz Language Survey

3. Notes Notes and Data Descriptions

6. Enrollment (1) Enrollment Statistics by Ethnicity
 8. Attendance Student Attendance Statistics

14. TAKS Math TAKS/TAKS(Acc) Mathematics
 22. TAKS Science TAKS/TAKS(Acc) Science
 30. TAKS (SP) Writing ... Spanish TAKS/TAKS(Acc) Writing

41. ITBS Math ITBS Mathematics

48. TELPAS Texas English Language Proficiency Assessment System

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	43
KN	85
1	102
2	104
3	80
4	91
5	106
ALL	611

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	208	34.0	15	40.5
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	1	0.2	*	*
Hispanic	399	65.3	17	45.9
White	2	0.3	4	10.8
Multiple	0	0.0	0	0.0
Other* (teachers only)	—	—	1	2.7
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	469	76.8
Economically disadvantaged	594	97.2
Limited English proficient (LEP)	309	50.6
Special education	34	5.6
Talented and Gifted (TAG)	65	10.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2009	42	3	7.1	2	4.8	0	0.0	37	88.1	0	0.0	—	—
	2010	44	10	22.7	0	0.0	0	0.0	34	77.3	0	0.0	—	—
	2011	43	10	23.3	1	2.3	0	0.0	32	74.4	0	0.0	0	0.0
KN	2009	105	37	35.2	1	1.0	0	0.0	66	62.9	1	1.0	—	—
	2010	96	27	28.1	1	1.0	0	0.0	67	69.8	1	1.0	—	—
	2011	85	31	36.5	0	0.0	0	0.0	54	63.5	0	0.0	0	0.0
1	2009	86	34	39.5	0	0.0	0	0.0	52	60.5	0	0.0	—	—
	2010	102	33	32.4	1	1.0	0	0.0	68	66.7	0	0.0	—	—
	2011	102	28	27.5	0	0.0	0	0.0	72	70.6	2	2.0	0	0.0
2	2009	91	31	34.1	0	0.0	0	0.0	60	65.9	0	0.0	—	—
	2010	72	29	40.3	0	0.0	0	0.0	43	59.7	0	0.0	—	—
	2011	104	34	32.7	0	0.0	0	0.0	70	67.3	0	0.0	0	0.0
3	2009	113	35	31.0	0	0.0	0	0.0	77	68.1	1	0.9	—	—
	2010	86	32	37.2	0	0.0	0	0.0	54	62.8	0	0.0	—	—
	2011	80	29	36.3	0	0.0	0	0.0	51	63.8	0	0.0	0	0.0
4	2009	93	40	43.0	2	2.2	0	0.0	51	54.8	0	0.0	—	—
	2010	101	30	29.7	0	0.0	0	0.0	71	70.3	0	0.0	—	—
	2011	91	42	46.2	0	0.0	0	0.0	49	53.8	0	0.0	0	0.0
5	2009	97	37	38.1	1	1.0	0	0.0	59	60.8	0	0.0	—	—
	2010	73	32	43.8	1	1.4	0	0.0	40	54.8	0	0.0	—	—
	2011	106	34	32.1	0	0.0	1	0.9	71	67.0	0	0.0	0	0.0
PK-5	2009	627	217	34.6	6	1.0	0	0.0	402	64.1	2	0.3	—	—
	2010	574	193	33.6	3	0.5	0	0.0	377	65.7	1	0.2	—	—
	2011	611	208	34.0	1	0.2	1	0.2	399	65.3	2	0.3	0	0.0

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	42	42	100.0	34	81.0	0	0.0	33	78.6	0	0.0	42	100.0	0.0
	2010	44	43	97.7	27	61.4	0	0.0	34	77.3	0	0.0	44	100.0	0.0
	2011	43	42	97.7	28	65.1	0	0.0	31	72.1	0	0.0	42	97.7	2.3
KN	2009	105	104	99.0	57	54.3	3	2.9	76	72.4	5	4.8	41	39.0	1.9
	2010	96	94	97.9	52	54.2	0	0.0	71	74.0	3	3.1	44	45.8	2.1
	2011	85	82	96.5	41	48.2	2	2.4	72	84.7	0	0.0	33	38.8	3.5
1	2009	86	84	97.7	41	47.7	2	2.3	49	57.0	7	8.1	9	10.5	2.3
	2010	102	100	98.0	57	55.9	1	1.0	79	77.5	11	10.8	8	7.8	2.0
	2011	102	98	96.1	55	53.9	4	3.9	77	75.5	7	6.9	7	6.9	2.0
2	2009	91	88	96.7	44	48.4	3	3.3	65	71.4	11	12.1	11	12.1	4.4
	2010	72	72	100.0	34	47.2	2	2.8	58	80.6	9	12.5	5	6.9	2.8
	2011	104	101	97.1	57	54.8	5	4.8	91	87.5	11	10.6	7	6.7	1.9
3	2009	113	113	100.0	62	54.9	4	3.5	94	83.2	27	23.9	3	2.7	0.0
	2010	86	84	97.7	42	48.8	4	4.7	63	73.3	14	16.3	6	7.0	1.2
	2011	80	79	98.8	38	47.5	4	5.0	65	81.3	9	11.3	7	8.8	2.5
4	2009	93	86	92.5	42	45.2	10	10.8	66	71.0	17	18.3	5	5.4	1.1
	2010	101	100	99.0	56	55.4	7	6.9	76	75.2	23	22.8	4	4.0	0.0
	2011	91	87	95.6	37	40.7	10	11.0	56	61.5	14	15.4	4	4.4	1.1
5	2009	97	92	94.8	30	30.9	7	7.2	58	59.8	18	18.6	5	5.2	2.1
	2010	73	67	91.8	22	30.1	11	15.1	52	71.2	12	16.4	4	5.5	0.0
	2011	106	105	99.1	53	50.0	9	8.5	77	72.6	24	22.6	2	1.9	0.9
PK-5	2009	627	609	97.1	310	49.4	29	4.6	441	70.3	85	13.6	116	18.5	1.8
	2010	574	560	97.6	290	50.5	25	4.4	433	75.4	72	12.5	115	20.0	1.2
	2011	611	594	97.2	309	50.6	34	5.6	469	76.8	65	10.6	102	16.7	2.0

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	103.3	13,515.0	97.5	94.4	12,939.1	95.7	26	25.2	22.3	84	11,501	81.4	85.1
	2010	95.1	13,234.2	89.7	94.4	12,616.4	95.3	21	22.1	21.7	77	11,233	81.0	84.9
	2011	81.7	13,210.6	77.2	94.4	12,645.0	95.7	15	18.4	21.5	72	11,602	88.1	87.8
1	2009	86.7	14,250.8	82.7	95.3	13,719.9	96.3	26	30.0	20.5	66	12,300	76.1	86.3
	2010	100.5	13,848.4	96.6	96.0	13,286.3	95.9	20	19.9	20.3	93	11,978	92.5	86.5
	2011	99.5	13,458.2	95.8	96.3	12,967.0	96.4	21	21.1	19.0	85	12,047	85.4	89.5
2	2009	92.5	13,950.1	88.4	95.6	13,499.0	96.8	17	18.4	18.5	78	12,231	84.3	87.7
	2010	70.4	13,440.8	67.3	95.7	12,947.4	96.3	20	28.4	19.2	54	11,794	76.7	87.7
	2011	103.2	13,012.8	99.1	96.1	12,592.7	96.8	16	15.5	17.1	96	11,853	93.1	91.1
3	2009	115.8	13,095.5	112.1	96.8	12,710.6	97.1	14	12.1	18.2	104	11,634	89.8	88.8
	2010	83.4	13,291.1	79.8	95.7	12,853.9	96.7	12	14.4	17.8	77	11,815	92.4	88.9
	2011	78.3	12,619.0	75.2	96.0	12,254.0	97.1	13	16.6	16.7	72	11,604	91.9	92.0
4	2009	94.0	12,156.4	91.0	96.8	11,789.9	97.0	8	8.5	17.9	87	10,731	92.6	88.3
	2010	100.5	12,299.7	96.9	96.4	11,900.0	96.8	14	13.9	17.3	92	10,987	91.5	89.3
	2011	87.9	12,506.4	85.1	96.8	12,149.9	97.1	19	21.6	15.7	82	11,544	93.3	92.3
5	2009	96.0	11,903.5	93.2	97.1	11,552.9	97.1	20	20.8	17.3	84	10,563	87.5	88.7
	2010	73.0	11,687.8	69.9	95.7	11,310.1	96.8	12	16.4	17.1	64	10,453	87.7	89.4
	2011	103.7	11,742.5	100.4	96.8	11,419.3	97.2	2	1.9	8.3	97	10,892	93.5	92.8
KN-5	2009	609.2	83,476.5	584.9	96.0	80,586.5	96.5	160	26.3	30.6	540	76,517	88.6	91.7
	2010	522.8	77,802.0	500.2	95.7	74,914.0	96.3	99	18.9	18.9	457	68,260	87.4	87.7
	2011	554.4	76,549.5	532.8	96.1	74,027.9	96.7	86	15.5	16.6	504	69,542	90.9	90.8

Teachers: 37

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	15	40.5
Hispanic	17	45.9
White	4	10.8
Multiple categories	0	0.0
Other	1	2.7

Gender	Number	Percentage
Female	32	86.5
Male	5	13.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	8.0	NA
2009-10	7.9	NA
2010-11	6.8	89.5

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	2.7
1	3	8.1
2	7	18.9
3	1	2.7
4	5	13.5
5	3	8.1
1-3	11	29.7
More than 3	25	67.6
1 - 5	19	51.4
6 - 10	9	24.3
11 - 20	5	13.5
More than 20	3	8.1

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	2009		85.3	88.9	86.5	*	*	82.4		83.3	89.7	86.8	87.3	53
	2010		80.0	66.7	73.8	*	*	58.3		65.2	86.4	75.6	85.4	45
	2011		65.5	73.3	68.9	*	*	63.6		70.0	65.4	67.4	82.0	46
4	2009		37.8	78.6	54.0	*	80.0	46.3		44.4	67.7	54.4	75.8	68
	2010		63.0	65.0	63.0	*	50.0	33.3		52.4	73.1	62.5	77.9	48
	2011		62.8	69.2	66.0	28.6	*	30.0		51.4	85.7	64.3	78.6	56
5	2009		79.4	62.0	70.4	*	31.8	51.0		51.1	89.7	68.6	82.9	86
	2010		69.0	95.7	79.6	*	*	65.6		77.4	81.8	79.2	86.1	53
	2011		78.8	76.9	78.3	28.6	50.0	64.5		73.3	83.3	78.3	89.0	60
3-5	2009		66.7	71.9	69.4	33.3	57.8	58.1		56.1	82.8	68.6	81.5	207
	2010		70.9	77.6	72.3	42.9	71.4	54.5		66.7	80.0	72.6	83.4	146
	2011		68.6	74.1	71.6	23.5	53.3	56.0		63.5	77.9	70.4	83.6	162

NUMBER TESTED IN GRADES 3-5													
2009	0	105	96	196	9	45	124	0	107	99	207	28,126	
2010	0	86	58	137	7	14	77	0	75	70	146	24,751	
2011	0	105	54	155	17	15	84	0	85	77	162	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		5	2	7	*	*	6		4	3	7	960	53
	2010		6	5	11	*	*	10		8	3	11	1,039	45
	2011		10	4	14	*	*	12		6	9	15	1,214	46
4	2009		23	6	29	*	4	22		20	10	31	2,449	68
	2010		10	7	17	*	3	14		10	7	18	1,640	48
	2011		16	4	17	5	*	14		17	3	20	1,506	56
5	2009		7	19	24	*	15	24		23	4	27	1,793	86
	2010		9	1	10	*	*	11		7	4	11	1,427	53
	2011		7	6	13	5	4	11		8	5	13	919	60
3-5	2009		35	27	60	6	19	52		47	17	65	5,202	207
	2010		25	13	38	4	4	35		25	14	40	4,106	146
	2011		33	14	44	13	7	37		31	17	48	3,639	162

NUMBER TESTED IN GRADES 3-5													
2009	0	105	96	196	9	45	124	0	107	99	207	28,126	
2010	0	86	58	137	7	14	77	0	75	70	146	24,751	
2011	0	105	54	155	17	15	84	0	85	77	162	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	79.4	78.4	78.6	80.2
	2010	76.3	74.6	73.7	75.8
	2011	68.4	64.3	72.5	64.7
4	2009	71.4	64.0	60.9	66.5
	2010	72.6	72.4	78.3	70.2
	2011	71.7	69.2	72.2	62.0
5	2009	71.1	76.0	74.3	67.5
	2010	77.1	75.9	75.7	68.2
	2011	78.2	75.6	77.5	74.4
3-5	2009	73.3	72.7	71.0	70.4
	2010	75.4	74.4	75.9	71.2
	2011	73.2	70.2	74.2	67.3

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	2009		32.4	33.3	32.7	*	*	17.6		33.3	34.5	34.0	34.1	53
	2010		40.0	46.7	40.5	*	*	29.2		34.8	50.0	42.2	37.1	45
	2011		17.2	26.7	20.0	*	*	9.1		20.0	19.2	19.6	33.6	46
4	2009		5.4	17.9	11.1	*	15.0	7.3		5.6	16.1	10.3	18.4	68
	2010		25.9	10.0	19.6	*	16.7	4.8		19.0	19.2	18.8	19.4	48
	2011		14.0	0.0	10.0	14.3	*	0.0		5.7	19.0	10.7	27.7	56
5	2009		20.6	12.0	16.0	*	4.5	10.2		8.5	23.1	15.1	18.5	86
	2010		3.4	21.7	10.2	*	*	0.0		6.5	18.2	11.3	23.6	53
	2011		18.2	23.1	20.0	0.0	12.5	3.2		20.0	20.0	20.0	28.1	60
3-5	2009		19.0	17.7	18.9	0.0	13.3	11.3		13.1	24.2	18.4	22.7	207
	2010		23.3	24.1	22.6	14.3	28.6	10.4		18.7	28.6	23.3	26.2	146
	2011		16.2	18.5	16.8	5.9	6.7	4.8		14.1	19.5	16.7	29.7	162

NUMBER TESTED IN GRADES 3-5													
2009	0	105	96	196	9	45	124	0	107	99	207	28,126	
2010	0	86	58	137	7	14	77	0	75	70	146	24,751	
2011	0	105	54	155	17	15	84	0	85	77	162	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		61.8	77.8	72.6	*	86.0	69.3		68.1	76.7	72.9	77.3	107
	2010		80.0	83.0	81.3	*	87.8	66.7		77.6	88.2	81.9	78.2	83
	2011		58.6	87.5	75.6	*	89.5	75.8		74.3	77.3	75.9	80.7	79
4	2009		45.9	85.7	63.5	*	90.0	56.1		66.7	61.3	64.7	79.4	68
	2010		74.1	81.4	79.2	*	78.2	50.0		75.6	82.7	78.6	81.8	98
	2011		62.8	87.2	78.6	28.6	86.1	72.2		66.7	90.9	75.6	82.6	90
5	2009		84.8	83.7	84.8	*	61.9	74.5		78.3	92.1	84.5	87.0	84
	2010		69.0	86.1	76.7	*	83.3	65.8		81.0	72.0	77.6	87.7	67
	2011		72.7	80.6	79.2	25.0	76.4	73.1		74.5	82.1	78.5	88.7	107
3-5	2009		63.5	81.2	74.2	40.0	81.6	67.6		71.3	77.5	74.5	81.0	259
	2010		74.4	83.0	79.2	40.0	82.5	60.8		77.9	82.0	79.4	82.3	248
	2011		64.8	84.4	78.0	22.2	82.9	73.7		71.3	82.7	76.8	83.9	276

	NUMBER TESTED IN GRADES 3-5											
2009	0	104	149	248	10	98	176	0	129	129	259	33,546
2010	0	86	159	236	10	114	97	0	136	111	248	34,834
2011	0	105	167	268	18	129	198	0	143	133	276	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		13	16	29	*	8	27		15	14	29	2,781	107
	2010		6	9	15	*	5	9		11	4	15	2,739	83
	2011		12	6	19	*	4	16		9	10	19	2,370	79
4	2009		20	4	23	*	2	18		12	12	24	2,196	68
	2010		7	13	20	*	12	16		11	9	21	2,101	98
	2011		16	6	18	5	5	15		19	3	22	2,100	90
5	2009		5	8	12	*	8	12		10	3	13	1,386	84
	2010		9	5	14	*	3	13		8	7	15	1,314	67
	2011		9	14	22	6	13	21		13	10	23	1,274	107
3-5	2009		38	28	64	6	18	57		37	29	66	6,363	259
	2010		22	27	49	6	20	38		30	20	51	6,154	248
	2011		37	26	59	14	22	52		41	23	64	5,744	276

NUMBER TESTED IN GRADES 3-5													
2009	0	104	149	248	10	98	176	0	129	129	259	33,546	
2010	0	86	159	236	10	114	97	0	136	111	248	34,834	
2011	0	105	167	268	18	129	198	0	143	133	276	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	75.1	77.6	85.7	77.7	78.3	61.6
	2010	81.8	78.5	81.1	76.3	77.1	62.7
	2011	78.4	76.4	78.7	78.5	75.3	56.6
4	2009	78.1	72.3	70.6	69.6	72.8	57.4
	2010	82.7	82.1	78.1	69.7	76.8	68.5
	2011	75.6	78.4	79.8	68.9	71.1	66.9
5	2009	81.0	79.6	85.0	78.9	82.7	75.7
	2010	74.4	73.6	72.7	70.4	77.2	62.3
	2011	76.7	67.6	81.6	70.0	76.6	68.3
3-5	2009	77.8	76.8	81.5	76.0	78.3	65.1
	2010	80.1	78.6	77.6	72.1	77.0	64.9
	2011	76.8	73.6	80.2	72.0	74.5	64.5

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		11.8	23.6	19.8	*	26.3	18.2		25.5	16.7	20.6	29.0	107
	2010		13.3	20.8	16.3	*	24.4	0.0		22.4	11.8	18.1	21.3	83
	2011		10.3	16.7	15.4	*	15.8	12.1		17.1	13.6	15.2	24.4	79
4	2009		2.7	25.0	11.1	*	25.0	12.2		13.9	9.7	11.8	31.6	68
	2010		25.9	22.9	24.0	*	20.0	12.5		33.3	15.4	23.5	29.1	98
	2011		9.3	25.5	16.7	0.0	22.2	14.8		12.3	27.3	17.8	31.3	90
5	2009		27.3	32.7	30.4	*	9.5	10.6		28.3	31.6	29.8	38.4	84
	2010		0.0	30.6	15.0	*	22.2	2.6		19.0	12.0	16.4	34.5	67
	2011		6.1	25.0	19.8	0.0	25.5	20.5		21.6	17.9	19.6	32.5	107
3-5	2009		13.5	26.8	21.0	0.0	22.4	14.8		23.3	19.4	21.2	32.8	259
	2010		12.8	23.9	19.1	0.0	21.9	5.2		25.0	13.5	19.8	27.9	248
	2011		8.6	22.8	17.5	0.0	21.7	16.2		16.8	18.8	17.8	29.3	276

	NUMBER TESTED IN GRADES 3-5											
2009	0	104	149	248	10	98	176	0	129	129	259	33,546
2010	0	86	159	236	10	114	97	0	136	111	248	34,834
2011	0	105	167	268	18	129	198	0	143	133	276	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		73.0	96.6	84.1	*	95.2	81.0		77.8	90.6	83.8	87.4	68
	2010		77.8	89.5	82.2		*	66.7		75.0	88.5	82.6	89.8	46
	2011		78.6	69.2	76.0	33.3	*	50.0		64.7	95.2	76.4	86.9	55

	NUMBER TESTED IN GRADE 4											
2009	0	37	29	63	5	21	42	0	36	32	68	10,032
2010	0	27	19	45	0	5	21	0	20	26	46	7,294
2011	0	42	13	50	6	2	20	0	34	21	55	6,935

Shaded cells indicate percentages below 70 percent, the 2010-11 AELS 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		10	1	10	*	1	8		8	3	11	1,264	68
	2010		6	2	8		*	7		5	3	8	744	46
	2011		9	4	12	4	*	10		12	1	13	908	55

	NUMBER TESTED IN GRADE 4											
2009	0	37	29	63	5	21	42	0	36	32	68	10,032
2010	0	27	19	45	0	5	21	0	20	26	46	7,294
2011	0	42	13	50	6	2	20	0	34	21	55	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	2.0	77.6	75.4	75.9	86.8
	2010	1.8	75.0	83.7	83.7	82.1
	2011	1.8	59.1	71.8	79.5	77.0

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		5.4	17.2	11.1	*	14.3	7.1		2.8	18.8	10.3	21.0	68
	2010		0.0	0.0	0.0		*	0.0		0.0	0.0	0.0	23.8	46
	2011		0.0	0.0	0.0	0.0	*	0.0		0.0	0.0	0.0	22.4	55

	NUMBER TESTED IN GRADE 4											
2009	0	37	29	63	5	21	42	0	36	32	68	10,032
2010	0	27	19	45	0	5	21	0	20	26	46	7,294
2011	0	42	13	50	6	2	20	0	34	21	55	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		78.8	58.0	65.4	*	31.8	54.2		63.8	65.8	64.7	75.9	85
	2010		51.7	92.9	69.2	*	100.0	54.5		74.3	65.2	70.7	81.4	58
	2011		62.5	65.5	65.6	12.5	54.5	50.0		60.0	68.8	64.5	80.9	62

	NUMBER TESTED IN GRADE 5											
2009	0	33	50	81	5	22	48	0	47	38	85	10,550
2010	0	29	28	52	4	10	33	0	35	23	58	10,576
2011	0	32	29	61	8	11	32	0	30	32	62	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		7	21	28	*	15	22		17	13	30	2,542	85
	2010		14	2	16	*	0	15		9	8	17	1,965	58
	2011		12	10	21	7	5	16		12	10	22	1,942	62

NUMBER TESTED IN GRADE 5													
2009	0	33	50	81	5	22	48	0	47	38	85	10,550	
2010	0	29	28	52	4	10	33	0	35	23	58	10,576	
2011	0	32	29	61	8	11	32	0	30	32	62	10,176	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	83.9	80.8	80.0	62.0
	2010	76.9	78.5	79.1	68.0
	2011	72.8	81.4	76.2	72.4

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)
5	2009		15.2	22.0	18.5	*	0.0	8.3		21.3	15.8	18.8	29.1	85
	2010		3.4	21.4	9.6	*	20.0	0.0		11.4	13.0	12.1	32.8	58
	2011		18.8	24.1	23.0	0.0	18.2	15.6		23.3	21.9	22.6	34.0	62

	NUMBER TESTED IN GRADES 5											
2009	0	33	50	81	5	22	48	0	47	38	85	10,550
2010	0	29	28	52	4	10	33	0	35	23	58	10,576
2011	0	32	29	61	8	11	32	0	30	32	62	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			87.3	87.3	*	87.3	87.3		83.3	90.3	87.3	89.4	55
	2010			86.8	86.8		86.8	*		84.6	91.7	86.8	84.5	38
	2011			81.8	81.8		81.8	81.8		73.3	88.9	81.8	87.2	33
4	2009			66.7	64.7		66.7	66.7		45.5	100.0	66.7	72.7	18
	2010			79.2	79.2	*	78.7	40.0		69.6	88.0	79.2	84.4	48
	2011			85.7	85.7	*	85.7	85.7		82.6	91.7	85.7	85.0	35
5	2009			57.1	66.7		57.1	57.1		*	*	57.1	79.7	7
	2010			76.9	72.7		76.9	50.0		70.0	*	76.9	80.3	13
	2011			75.6	77.8	*	76.1	76.1		71.4	80.0	76.1	86.3	46
ALL	2009			80.0	80.8	*	80.0	80.0		69.2	90.2	80.0	—	80
	2010			81.8	81.4	*	81.6	52.6		76.3	90.0	81.8	—	99
	2011			80.5	81.4	*	80.7	80.7		76.3	85.5	80.7	—	114

NUMBER TESTED IN GRADES ALL													
2009	0	0	80	78	1	80	80	0	39	41	80	—	
2010	0	0	99	97	1	98	19	0	59	40	99	—	
2011	0	0	113	113	2	114	114	0	59	55	114	—	

Shaded cells indicate percentages below 70 percent, the 2010-11 AELS 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			7	7	*	7	7		4	3	7	514	55
	2010			5	5		5	*		4	1	5	863	38
	2011			6	6		6	6		4	2	6	710	33
4	2009			6	6		6	6		6	0	6	268	18
	2010			10	10	*	10	6		7	3	10	651	48
	2011			5	5	*	5	5		4	1	5	755	35
5	2009			3	2		3	3		*	*	3	86	7
	2010			3	3		3	3		3	*	3	120	13
	2011			11	10	*	11	11		6	5	11	398	46
ALL	2009			16	15	*	16	16		12	4	16	—	80
	2010			18	18	*	18	9		14	4	18	—	99
	2011			22	21	*	22	22		14	8	22	—	114

NUMBER TESTED IN GRADES ALL													
2009	0	0	80	78	1	80	80	0	39	41	80	—	
2010	0	0	99	97	1	98	19	0	59	40	99	—	
2011	0	0	113	113	2	114	114	0	59	55	114	—	

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	78.7	87.5	83.0	78.0
	2010	77.2	85.7	78.9	73.4
	2011	73.5	77.9	76.8	71.6
4	2009	74.4	70.1	63.5	66.7
	2010	78.9	77.9	81.0	81.3
	2011	78.1	81.8	77.6	80.6
5	2009	79.1	58.9	80.4	61.5
	2010	69.8	76.0	65.4	69.8
	2011	73.9	76.9	74.7	75.6
ALL	2009	77.8	81.1	78.4	74.0
	2010	77.0	80.6	78.1	76.7
	2011	75.1	78.7	76.2	76.0

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009			49.1	49.1	*	49.1	49.1		45.8	51.6	49.1	30.6	55
	2010			31.6	31.6		31.6	*		30.8	33.3	31.6	39.6	38
	2011			39.4	39.4		39.4	39.4		40.0	38.9	39.4	43.5	33
4	2009			5.6	0.0		5.6	5.6		9.1	0.0	5.6	21.1	18
	2010			45.8	45.8	*	46.8	0.0		26.1	64.0	45.8	34.4	48
	2011			31.4	31.4	*	31.4	31.4		30.4	33.3	31.4	38.5	35
5	2009			28.6	33.3		28.6	28.6		*	*	28.6	15.3	7
	2010			15.4	9.1		15.4	0.0		10.0	*	15.4	21.2	13
	2011			33.3	35.6	*	34.8	34.8		28.6	40.0	34.8	29.0	46
ALL	2009			37.5	37.2	*	37.5	37.5		33.3	41.5	37.5	—	80
	2010			36.4	36.1	*	36.7	0.0		25.4	52.5	36.4	—	99
	2011			34.5	35.4	*	35.1	35.1		32.2	38.2	35.1	—	114

NUMBER TESTED IN ALL GRADES													
2009	0	0	80	78	1	80	80	0	39	41	80	—	
2010	0	0	99	97	1	98	19	0	59	40	99	—	
2011	0	0	113	113	2	114	114	0	59	55	114	—	

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			94.4	94.1		94.4	94.4		90.9	100.0	94.4	87.1	18
	2010			93.9	93.9	*	93.8	70.0		87.0	100.0	93.9	93.7	49
	2011			88.6	88.6	*	88.6	88.6		82.6	100.0	88.6	93.2	35

NUMBER TESTED IN GRADE 4													
2009	0	0	18	17	0	18	18	0	11	7	18	981	
2010	0	0	49	49	2	48	10	0	23	26	49	4,216	
2011	0	0	35	35	1	35	35	0	23	12	35	5,054	

Shaded cells indicate percentages below 70 percent, the 2010-11 AIES minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Spec Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009			1	1		1	1		1	0	1	127	18
	2010			3	3	*	3	3		3	0	3	266	49
	2011			4	4	*	4	4		4	0	4	346	35

NUMBER TESTED IN GRADE 4													
2009	0	0	18	17	0	18	18	0	11	7	18	981	
2010	0	0	49	49	2	48	10	0	23	26	49	4,216	
2011	0	0	35	35	1	35	35	0	23	12	35	5,054	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition ¹ : Effectiveness / Command of Conventions	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2009	2.2	86.1	78.5	86.8	77.8
	2010	2.0	89.8	84.2	87.8	84.7
	2011	1.9	87.1	86.4	87.9	80.0

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			16.7	17.6		16.7	16.7		0.0	42.9	16.7	20.4	18
	2010			8.2	8.2	*	8.3	20.0		4.3	11.5	8.2	30.4	49
	2011			5.7	5.7	*	5.7	5.7		8.7	0.0	5.7	27.7	35

NUMBER TESTED IN GRADE 4													
2009	0	0	18	17	0	18	18	0	11	7	18	981	
2010	0	0	49	49	2	48	10	0	23	26	49	4,216	
2011	0	0	35	35	1	35	35	0	23	12	35	5,054	

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			33.3	*		33.3	33.3		*	*	33.3	35.3	6
	2010			57.1	57.1		57.1	*		50.0	*	57.1	44.5	7
	2011			61.4	61.4		61.4	61.4		57.1	65.2	61.4	59.1	44

NUMBER TESTED IN GRADE 5													
2009	0	0	6	5	0	6	6	0	3	3	6	201	
2010	0	0	7	7	0	7	4	0	6	1	7	247	
2011	0	0	44	44	0	44	44	0	21	23	44	1,121	

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			4	*		4	4		*	*	4	130	6
	2010			3	3		3	*		3	*	3	137	7
	2011			17	17		17	17		9	8	17	459	44

NUMBER TESTED IN GRADE 5													
2009	0	0	6	5	0	6	6	0	3	3	6	201	
2010	0	0	7	7	0	7	4	0	6	1	7	247	
2011	0	0	44	44	0	44	44	0	21	23	44	1,121	

AVERAGE PERCENTAGE CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	65.4	61.1	66.7	51.9
	2010	64.8	81.0	76.2	71.4
	2011	80.8	75.3	70.5	81.3

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)
5	2009			0.0	*		0.0	0.0		*	*	0.0	3.5	6
	2010			0.0	0.0		0.0	*		0.0	*	0.0	8.5	7
	2011			15.9	15.9		15.9	15.9		23.8	8.7	15.9	18.0	44

NUMBER TESTED IN GRADE 5													
2009	0	0	6	5	0	6	6	0	3	3	6	201	
2010	0	0	7	7	0	7	4	0	6	1	7	247	
2011	0	0	44	44	0	44	44	0	21	23	44	1,121	

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	23.8	52.2	38.6	61.2	44
	2011	19.4	50.0	27.1	63.3	48
1	2009	20.0	62.5	52.4	54.2	42
	2010	40.6	54.5	46.3	55.2	54
	2011	37.9	40.9	39.2	58.1	51
2	2009	28.0	76.9	52.9	47.9	51
	2010	34.8	69.2	47.2	48.6	36
	2011	24.4	90.9	37.5	50.7	56
5	2009					0
	2010					0
	2011	7.6	42.9	18.1	36.2	94
1-5	2009	25.7	69.0	52.7	51.0	93
	2010	38.2	60.0	46.7	51.9	90
	2011	19.3	50.8	28.9	47.2	201

Number Tested	2009	35	58	93	15,925	
	2010	76	58	134	20,252	
	2011	176	73	249	29,763	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009	36.4	53.6	41.0	52.8	105
	2010	35.7	66.7	43.6	51.2	94
	2011	23.9	28.6	24.7	56.8	85
1	2009	16.7	48.6	40.4	50.4	47
	2010	39.7	56.5	43.6	48.8	101
	2011	39.2	31.8	37.5	53.1	96
2	2009	30.8	84.6	57.7	53.2	52
	2010	60.3	61.5	60.6	54.6	71
	2011	41.8	81.8	46.1	56.8	102
5	2009					0
	2010					0
	2011	15.5	35.7	21.2	44.8	99
K-5	2009	33.0	60.7	45.1	52.3	204
	2010	44.2	61.7	48.1	51.5	266
	2011	30.9	40.0	32.7	53.3	382

Number Tested	2009	115	89	204	30,563	
	2010	206	60	266	40,163	
	2011	307	75	382	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	*	46.2	31.3	39.5		*	23.8		25.0	55.0	38.6	61.2	44
	2011		28.1	25.0	28.3	*	*	19.4		10.7	50.0	27.1	63.3	48
1	2009		53.6	50.0	52.5		*	20.0		54.5	50.0	52.4	54.2	42
	2010		51.5	40.0	45.3	*	44.4	40.6		37.0	55.6	46.3	55.2	54
	2011	*	35.7	47.6	41.7	*	33.3	37.9		31.4	56.3	39.2	58.1	51
2	2009		54.8	50.0	52.0	*	*	28.0		45.8	59.3	52.9	47.9	51
	2010		46.2	50.0	47.2		*	34.8		60.0	38.1	47.2	48.6	36
	2011		41.2	31.8	38.9	*	40.0	24.4		29.6	44.8	37.5	50.7	56
1-2	2009		54.2	50.0	52.2	*	25.0	25.7		50.0	55.3	52.7	51.0	93
	2010		49.2	43.3	46.1	*	40.0	38.2		45.2	47.9	46.7	51.9	90
	2011	*	38.7	39.5	40.2	28.6	37.5	29.7		30.6	48.9	38.3	54.4	107
5	2009													0
	2010													0
	2011		25.0	15.4	18.5	*	8.7	7.6		11.4	24.0	18.1	36.2	94
1-5	2009		54.2	50.0	52.2	*	25.0	25.7		50.0	55.3	52.7	51.0	93
	2010		49.2	43.3	46.1	*	40.0	38.2		45.2	47.9	46.7	51.9	90
	2011	*	34.4	25.0	29.9	16.7	16.1	19.3		22.6	35.8	28.9	47.2	201

Number Tested	2009	0	59	34	90	2	8	35	0	46	47	93	14,637
	2010	0	59	30	89	1	10	55	0	42	48	90	13,990
	2011	2	90	108	194	12	62	140	0	106	95	201	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	*	1	0	1		*	0		0	1	1	1,717	44
	2011		0	1	1	*	*	0		0	1	1	2,106	48
1	2009		4	3	7		*	0		5	2	7	1,659	42
	2010		4	2	5	*	1	2		2	4	6	1,729	54
	2011	*	3	1	4	*	1	2		2	2	4	1,963	51
2	2009		2	2	4	*	*	1		2	2	4	1,027	51
	2010		1	2	3		*	2		3	0	3	954	36
	2011		1	2	3	*	0	1		1	2	3	1,020	56
1-2	2009		6	5	11	*	0	1		7	4	11	2,688	93
	2010		5	4	8	*	1	4		5	4	9	2,683	90
	2011	*	4	3	7	0	1	3		3	4	7	2,983	107
5	2009													0
	2010													0
	2011		2	1	3	*	1	1		2	1	3	701	94
1-5	2009		6	5	11	*	0	1		7	4	11	2,688	93
	2010		5	4	8	*	1	4		5	4	9	2,683	90
	2011	*	6	4	10	0	2	4		5	5	10	3,694	201

Number Tested	2009	0	59	34	90	2	8	35	0	46	47	93	14,637
	2010	0	59	30	89	1	10	55	0	42	48	90	13,990
	2011	2	90	108	194	12	62	140	0	106	95	201	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	*	50.0	35.8	40.8	*	32.8	36.4		30.6	50.0	41.0	52.8	105
	2010	*	46.2	40.9	43.5		42.3	35.7		41.5	46.3	43.6	51.2	94
	2011		18.8	28.3	24.4	*	25.0	23.9		23.4	26.3	24.7	56.8	85
1	2009		34.4	53.3	40.0	*	*	16.7		45.8	34.8	40.4	50.4	47
	2010		48.5	41.8	42.4	*	41.1	39.7		31.3	54.7	43.6	48.8	101
	2011	*	26.9	42.6	36.6	*	45.3	39.2		32.2	45.9	37.5	53.1	96
2	2009		64.5	47.6	56.9	*	*	30.8		52.0	63.0	57.7	53.2	52
	2010		42.9	72.1	60.6	*	64.7	60.3		61.1	60.0	60.6	54.6	71
	2011		39.4	49.3	46.5	*	50.9	41.8		44.0	48.1	46.1	56.8	102
K-2	2009	*	49.5	40.8	44.7	33.3	32.8	33.0		39.8	50.0	45.1	52.3	204
	2010	*	46.0	48.9	47.7	*	47.2	44.2		43.1	53.5	48.1	51.5	266
	2011	*	28.6	41.1	36.5	20.0	42.0	35.6		33.3	40.9	36.7	55.6	283
5	2009													0
	2010													0
	2011		16.7	23.5	21.9	0.0	16.0	15.5		23.4	19.2	21.2	44.8	99
K-5	2009	*	49.5	40.8	44.7	33.3	32.8	33.0		39.8	50.0	45.1	52.3	204
	2010	*	46.0	48.9	47.7	*	47.2	44.2		43.1	53.5	48.1	51.5	266
	2011	*	25.6	36.4	32.7	11.1	35.5	30.9		31.0	34.6	32.7	53.3	382

Number Tested	2009	1	99	103	199	6	67	115	0	98	106	204	30,563
	2010	1	87	176	262	3	142	206	0	137	129	266	40,163
	2011	2	121	258	370	18	200	307	0	203	179	382	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	*	2	6	8	*	5	5		2	6	8	2,455	105
	2010	*	2	5	7		5	5		5	2	7	2,358	94
	2011		0	2	2	*	1	1		1	1	2	2,815	85
1	2009		4	0	3	*	*	0		2	2	4	1,577	47
	2010		3	6	8	*	4	5		2	7	9	2,266	101
	2011	*	2	9	10	*	8	9		7	4	11	2,716	96
2	2009		3	3	5	*	*	0		2	4	6	1,686	52
	2010		2	8	10	*	5	5		6	4	10	2,484	71
	2011		0	8	8	*	6	6		4	4	8	2,746	102
K-2	2009	*	9	9	16	0	5	5		6	12	18	5,718	204
	2010	*	7	19	25	*	14	15		13	13	26	7,108	266
	2011	*	2	19	20	1	15	16		12	9	21	8,277	283
5	2009													0
	2010													0
	2011		1	3	4	0	2	2		3	1	4	1,395	99
K-5	2009	*	9	9	16	0	5	5		6	12	18	5,718	204
	2010	*	7	19	25	*	14	15		13	13	26	7,108	266
	2011	*	3	22	24	1	17	18		15	10	25	9,696	382

Number Tested	2009	1	99	103	199	6	67	115	0	98	106	204	30,563
	2010	1	87	176	262	3	142	206	0	137	129	266	40,163
	2011	2	121	258	370	18	200	307	0	203	179	382	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		41.9	72.5	61.3		72.5	66.7		63.6	57.9	61.0	66.0	82
	2010		42.4	46.3	44.4	*	50.0	44.9		39.6	50.9	45.5	63.5	101
	2011	*	46.2	57.4	53.8	*	62.3	55.4		45.8	64.9	53.1	66.7	96
2	2009		61.3	74.6	69.0	*	79.1	64.1		63.8	76.7	70.0	60.9	90
	2010		61.5	88.4	78.3		85.3	75.0		82.4	74.3	78.3	61.4	69
	2011		33.3	53.6	46.5	*	59.6	44.0		42.0	51.9	47.1	62.0	102
1-2	2009		51.6	73.6	65.3	*	75.9	65.1		63.7	67.9	65.7	63.5	172
	2010		50.8	62.7	58.3	*	63.3	57.5		57.3	60.2	58.8	62.5	170
	2011	*	39.0	55.5	50.0	25.0	60.9	49.1		44.0	57.3	50.0	64.4	198
5	2009													0
	2010													0
	2011		16.7	26.1	22.7	22.2	21.6	20.8		20.8	25.0	23.0	48.6	100
1-5	2009		51.6	73.6	65.3	*	75.9	65.1		63.7	67.9	65.7	63.5	172
	2010		50.8	62.7	58.3	*	63.3	57.5		57.3	60.2	58.8	62.5	170
	2011	*	31.5	45.6	40.8	23.5	48.4	40.5		36.9	45.4	40.9	59.7	298

Number Tested	2009	0	62	110	167	3	83	109	0	91	81	172	27,480
	2010	0	59	110	168	1	90	134	0	82	88	170	26,937
	2011	2	89	206	289	17	161	237	0	157	141	298	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		3	12	15		10	11		9	6	15	4,597	82
	2010		6	15	20	*	14	16		8	13	21	4,129	101
	2011	*	1	17	18	*	13	15		7	11	18	4,427	96
2	2009		11	28	36	*	22	24		16	23	39	3,822	90
	2010		7	21	28		12	19		15	13	28	3,776	69
	2011		3	14	17	*	13	15		7	10	17	3,810	102
1-2	2009		14	40	51	*	32	35		25	29	54	8,419	172
	2010		13	36	48	*	26	35		23	26	49	7,905	170
	2011	*	4	31	35	0	26	30		14	21	35	8,237	198
5	2009													0
	2010													0
	2011		1	3	4	0	2	2		3	1	4	1,416	100
1-5	2009		14	40	51	*	32	35		25	29	54	8,419	172
	2010		13	36	48	*	26	35		23	26	49	7,905	170
	2011	*	5	34	39	0	28	32		17	22	39	9,660	298

Number Tested	2009	0	62	110	167	3	83	109	0	91	81	172	27,480
	2010	0	59	110	168	1	90	134	0	82	88	170	26,937
	2011	2	89	206	289	17	161	237	0	157	141	298	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			84.8	86.7		84.8	84.4		78.9	88.9	84.8	88.6	46
	2010			91.8	91.7		91.8	91.7		85.7	100.0	91.8	89.3	49
	2011			81.1	80.6		83.3	85.7		78.9	83.3	81.1	90.9	37
1	2009			77.8	77.8		77.8	76.5		66.7	93.3	77.8	88.6	36
	2010			89.1	88.9		89.1	88.9		85.0	92.3	89.1	89.1	46
	2011			89.8	89.6	*	89.6	89.6		89.3	90.5	89.8	89.4	49
2	2009			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	94.0	40
	2010			90.9	90.9		90.9	90.9		84.2	100.0	90.9	93.8	33
	2011			89.6	91.5		89.6	89.4		87.5	91.7	89.6	94.9	48
K-2	2009			87.7	88.2	*	87.7	87.4		82.8	93.1	87.7	90.4	122
	2010			90.6	90.5		90.6	90.5		85.1	96.7	90.6	90.7	128
	2011			87.3	87.8	*	87.9	88.5		85.9	88.9	87.3	91.7	134
5	2009													0
	2010													0
	2011			84.4	86.0	*	84.1	84.4		81.0	87.5	84.4	93.5	45
K-5	2009			87.7	88.2	*	87.7	87.4		82.8	93.1	87.7	90.4	122
	2010			90.6	90.5		90.6	90.5		85.1	96.7	90.6	90.7	128
	2011			86.6	87.4	*	86.9	87.4		84.8	88.5	86.6	91.9	179

Number Tested	2009	0	0	122	119	1	122	119	0	64	58	122	19,076
	2010	0	0	128	126	0	128	126	0	67	61	128	19,041
	2011	0	0	179	174	4	176	175	0	92	87	179	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			32	32		32	32		12	20	32	3,525	46
	2010			19	18		19	19		10	9	19	3,523	49
	2011			16	16		16	16		5	11	16	3,964	37
1	2009			9	9		9	9		4	5	9	2,523	36
	2010			14	14		14	14		4	10	14	2,529	46
	2011			12	11	*	12	12		5	7	12	2,459	49
2	2009			23	21	*	23	23		11	12	23	2,909	40
	2010			11	11		11	11		5	6	11	3,040	33
	2011			20	20		20	20		8	12	20	3,227	48
K-2	2009			64	62	*	64	64		27	37	64	8,957	122
	2010			44	43		44	44		19	25	44	9,092	128
	2011			48	47	*	48	48		18	30	48	9,650	134
5	2009													0
	2010													0
	2011			17	17	*	17	17		3	14	17	856	45
K-5	2009			64	62	*	64	64		27	37	64	8,957	122
	2010			44	43		44	44		19	25	44	9,092	128
	2011			65	64	*	65	65		21	44	65	10,519	179

Number Tested	2009	0	0	122	119	1	122	119	0	64	58	122	19,076
	2010	0	0	128	126	0	128	126	0	67	61	128	19,041
	2011	0	0	179	174	4	176	175	0	92	87	179	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	2	0.0	10	40.0	26	11.5	38	18.4
5	1	0.0	4	75.0	0	-	5	60.0
ALL	3	0.0	14	50.0	26	11.5	43	23.3

PERFORMANCE IN 2011

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2011 Level	N	%	N	%	N	%	N	%	N	%
KN (42)	Beginning	39	92.9	39	92.9	39	92.9	40	95.2	40	95.2
	Intermediate	1	2.4	2	4.8	2	4.8	2	4.8	2	4.8
	Advanced	2	4.8	1	2.4	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	1	2.4	0	0.0	0	0.0
1 (56)	Beginning	15	26.8	21	37.5	29	52.7	36	64.3	35	63.6
	Intermediate	32	57.1	32	57.1	22	40.0	16	28.6	16	29.1
	Advanced	8	14.3	3	5.4	4	7.3	3	5.4	3	5.5
	Advanced High	1	1.8	0	0.0	0	0.0	1	1.8	1	1.8
2 (59)	Beginning	11	18.6	9	15.3	20	33.9	8	14.0	8	14.0
	Intermediate	17	28.8	21	35.6	15	25.4	21	36.8	21	36.8
	Advanced	22	37.3	21	35.6	14	23.7	12	21.1	12	21.1
	Advanced High	9	15.3	8	13.6	10	16.9	16	28.1	16	28.1
3 (38)	Beginning	0	0.0	0	0.0	4	10.5	3	8.1	3	8.1
	Intermediate	27	71.1	26	68.4	20	52.6	10	27.0	10	27.0
	Advanced	7	18.4	9	23.7	12	31.6	15	40.5	16	43.2
	Advanced High	4	10.5	3	7.9	2	5.3	9	24.3	8	21.6
4 (37)	Beginning	0	0.0	0	0.0	2	5.4	2	5.4	2	5.4
	Intermediate	1	2.7	5	13.5	14	37.8	13	35.1	13	35.1
	Advanced	9	24.3	12	32.4	14	37.8	9	24.3	9	24.3
	Advanced High	27	73.0	20	54.1	7	18.9	13	35.1	13	35.1

PROGRESSION FROM
2010 TO 2011

Number Rated Both Years		2010 Level			
N (%) Progressed	2011 Level	Beg	Int	Adv	Adv High
— —	Beginning	—			
	Intermediate	—	—		
	Advanced	—	—	—	
	Advanced High	—	—	—	
47 15 (31.9%)	Beginning	32			
	Intermediate	13	0		
	Advanced	1	0	0	
	Advanced High	1	0	0	
54 41 (75.9%)	Beginning	6			
	Intermediate	16	5		
	Advanced	6	4	2	
	Advanced High	4	4	7	
33 15 (45.5%)	Beginning	2			
	Intermediate	1	9		
	Advanced	0	8	7	
	Advanced High	0	0	6	
37 20 (54.1%)	Beginning	2			
	Intermediate	1	12		
	Advanced	1	5	3	
	Advanced High	0	1	12	

PERFORMANCE IN 2011

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2011 Level	N	%	N	%	N	%	N	%	N	%
5 (54)	Beginning	0	0.0	3	5.6	5	9.3	1	1.9	1	1.9
	Intermediate	15	27.8	14	25.9	15	27.8	8	15.1	8	15.1
	Advanced	18	33.3	20	37.0	24	44.4	13	24.5	15	28.3
	Advanced High	21	38.9	17	31.5	10	18.5	31	58.5	29	54.7
ALL (286)	Beginning	65	22.7	72	25.2	99	34.7	90	31.9	89	31.7
	Intermediate	93	32.5	100	35.0	88	30.9	70	24.8	70	24.9
	Advanced	66	23.1	66	23.1	68	23.9	52	18.4	55	19.6
	Advanced High	62	21.7	48	16.8	30	10.5	70	24.8	67	23.8

PROGRESSION FROM
2010 TO 2011

Number Rated Both Years		2010 Level			
N (%) Progressed	2011 Level	Beg	Int	Adv	Adv High
45 34 (75.6%)	Beginning	1			
	Intermediate	1	6		
	Advanced	1	8	4	
	Advanced High	0	3	21	
217 125 (57.6%)	Beginning	44			
	Intermediate	32	32		
	Advanced	9	25	16	
	Advanced High	5	8	46	

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