

DATA PACKET

for 2011-12 planning

School Number 127

CITY PARK



**Dallas
Independent
School
District**

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

<https://mydata.dallasisd.org>

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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

ITBS / LOGRAMOS

- 35. ITBS Read ITBS Reading
- 41. LOG Read Logramos Reading

ENGLISH PROFICIENCY

- 43. 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

37. ITBS Math ITBS Mathematics

44. 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	32
KN	37
1	33
2	35
3	30
4	35
5	22
ALL	224

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	49	21.9	3	13.6
American Indian/Alaska Native	1	0.4	*	*
Asian/Hawaiian/Pacific Islander	1	0.4	*	*
Hispanic	163	72.8	11	50.0
White	7	3.1	7	31.8
Multiple	3	1.3	0	0.0
Other* (teachers only)	—	—	1	4.5
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	177	79.0
Economically disadvantaged	209	93.3
Limited English proficient (LEP)	144	64.3
Special education	18	8.0
Talented and Gifted (TAG)	8	3.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2009	29	6	20.7	0	0.0	0	0.0	22	75.9	1	3.4	—	—
	2010	43	7	16.3	0	0.0	0	0.0	36	83.7	0	0.0	—	—
	2011	32	7	21.9	1	3.1	1	3.1	23	71.9	0	0.0	0	0.0
KN	2009	32	4	12.5	0	0.0	0	0.0	28	87.5	0	0.0	—	—
	2010	38	9	23.7	0	0.0	0	0.0	28	73.7	1	2.6	—	—
	2011	37	8	21.6	0	0.0	0	0.0	26	70.3	2	5.4	1	2.7
1	2009	36	3	8.3	0	0.0	0	0.0	31	86.1	2	5.6	—	—
	2010	36	3	8.3	0	0.0	1	2.8	29	80.6	3	8.3	—	—
	2011	33	11	33.3	0	0.0	0	0.0	21	63.6	1	3.0	0	0.0
2	2009	41	7	17.1	0	0.0	1	2.4	32	78.0	1	2.4	—	—
	2010	30	3	10.0	0	0.0	0	0.0	26	86.7	1	3.3	—	—
	2011	35	7	20.0	0	0.0	0	0.0	25	71.4	2	5.7	1	2.9
3	2009	24	4	16.7	0	0.0	0	0.0	20	83.3	0	0.0	—	—
	2010	34	4	11.8	0	0.0	1	2.9	29	85.3	0	0.0	—	—
	2011	30	4	13.3	0	0.0	0	0.0	24	80.0	2	6.7	0	0.0
4	2009	27	4	14.8	0	0.0	0	0.0	22	81.5	1	3.7	—	—
	2010	25	6	24.0	0	0.0	0	0.0	19	76.0	0	0.0	—	—
	2011	35	6	17.1	0	0.0	0	0.0	29	82.9	0	0.0	0	0.0
5	2009	18	4	22.2	0	0.0	1	5.6	13	72.2	0	0.0	—	—
	2010	19	4	21.1	0	0.0	0	0.0	15	78.9	0	0.0	—	—
	2011	22	6	27.3	0	0.0	0	0.0	15	68.2	0	0.0	1	4.5
PK-5	2009	208	32	15.4	0	0.0	3	1.4	168	80.8	5	2.4	—	—
	2010	225	36	16.0	0	0.0	2	0.9	182	80.9	5	2.2	—	—
	2011	224	49	21.9	1	0.4	1	0.4	163	72.8	7	3.1	3	1.3

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	29	28	96.6	20	69.0	0	0.0	22	75.9	0	0.0	29	100.0	0.0
	2010	43	42	97.7	30	69.8	1	2.3	29	67.4	0	0.0	43	100.0	0.0
	2011	32	28	87.5	17	53.1	2	6.3	16	50.0	0	0.0	31	96.9	0.0
KN	2009	32	32	100.0	24	75.0	2	6.3	27	84.4	3	9.4	9	28.1	0.0
	2010	38	36	94.7	23	60.5	1	2.6	27	71.1	0	0.0	11	28.9	0.0
	2011	37	35	94.6	25	67.6	5	13.5	33	89.2	0	0.0	8	21.6	0.0
1	2009	36	36	100.0	30	83.3	2	5.6	33	91.7	4	11.1	2	5.6	13.9
	2010	36	36	100.0	25	69.4	2	5.6	27	75.0	2	5.6	5	13.9	5.6
	2011	33	29	87.9	17	51.5	2	6.1	27	81.8	0	0.0	7	21.2	6.1
2	2009	41	40	97.6	31	75.6	3	7.3	35	85.4	1	2.4	8	19.5	4.9
	2010	30	30	100.0	24	80.0	1	3.3	29	96.7	3	10.0	4	13.3	3.3
	2011	35	33	94.3	24	68.6	3	8.6	29	82.9	2	5.7	5	14.3	11.4
3	2009	24	21	87.5	19	79.2	2	8.3	21	87.5	0	0.0	3	12.5	0.0
	2010	34	33	97.1	28	82.4	3	8.8	31	91.2	3	8.8	4	11.8	2.9
	2011	30	30	100.0	22	73.3	2	6.7	29	96.7	3	10.0	3	10.0	3.3
4	2009	27	25	92.6	18	66.7	4	14.8	21	77.8	4	14.8	3	11.1	11.1
	2010	25	23	92.0	18	72.0	2	8.0	22	88.0	3	12.0	2	8.0	4.0
	2011	35	34	97.1	25	71.4	2	5.7	26	74.3	1	2.9	6	17.1	8.6
5	2009	18	15	83.3	6	33.3	2	11.1	11	61.1	5	27.8	3	16.7	0.0
	2010	19	18	94.7	8	42.1	5	26.3	11	57.9	3	15.8	4	21.1	5.3
	2011	22	20	90.9	14	63.6	2	9.1	17	77.3	2	9.1	4	18.2	0.0
PK-5	2009	208	197	94.7	148	71.2	16	7.7	170	81.7	17	8.2	58	27.9	4.8
	2010	225	218	96.9	156	69.3	15	6.7	176	78.2	14	6.2	73	32.4	2.7
	2011	224	209	93.3	144	64.3	18	8.0	177	79.0	8	3.6	64	28.6	4.5

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	2009	31.6	13,515.0	30.5	96.4	12,939.1	95.7	17	53.7	22.3	25	11,501	79.0	85.1
	2010	35.4	13,234.2	33.6	94.7	12,616.4	95.3	23	64.9	21.7	26	11,233	73.4	84.9
	2011	36.8	13,210.6	35.3	96.0	12,645.0	95.7	18	49.0	21.5	32	11,602	87.1	87.8
1	2009	38.3	14,250.8	37.4	97.5	13,719.9	96.3	10	26.1	20.5	36	12,300	93.9	86.3
	2010	34.8	13,848.4	33.4	96.2	13,286.3	95.9	16	46.0	20.3	26	11,978	74.8	86.5
	2011	31.9	13,458.2	30.4	95.1	12,967.0	96.4	10	31.3	19.0	27	12,047	84.6	89.5
2	2009	37.5	13,950.1	36.7	97.8	13,499.0	96.8	16	42.7	18.5	32	12,231	85.3	87.7
	2010	31.2	13,440.8	30.4	97.4	12,947.4	96.3	8	25.6	19.2	30	11,794	96.0	87.7
	2011	32.0	13,012.8	31.2	97.6	12,592.7	96.8	15	46.9	17.1	26	11,853	81.3	91.1
3	2009	25.0	13,095.5	24.3	97.4	12,710.6	97.1	10	40.0	18.2	22	11,634	88.0	88.8
	2010	34.5	13,291.1	33.4	96.9	12,853.9	96.7	7	20.3	17.8	32	11,815	92.8	88.9
	2011	29.7	12,619.0	28.8	97.0	12,254.0	97.1	11	37.0	16.7	26	11,604	87.4	92.0
4	2009	23.9	12,156.4	23.1	96.9	11,789.9	97.0	11	46.1	17.9	20	10,731	83.8	88.3
	2010	24.3	12,299.7	23.5	97.0	11,900.0	96.8	8	33.0	17.3	21	10,987	86.5	89.3
	2011	32.9	12,506.4	32.1	97.6	12,149.9	97.1	12	36.4	15.7	28	11,544	85.0	92.3
5	2009	17.5	11,903.5	17.1	98.1	11,552.9	97.1	7	40.1	17.3	14	10,563	80.1	88.7
	2010	19.0	11,687.8	18.4	96.8	11,310.1	96.8	4	21.1	17.1	15	10,453	79.0	89.4
	2011	19.9	11,742.5	19.4	97.4	11,419.3	97.2	2	10.1	8.3	17	10,892	85.5	92.8
KN-5	2009	188.1	83,476.5	182.8	97.1	80,586.5	96.5	105	55.8	30.6	173	76,517	91.9	91.7
	2010	179.2	77,802.0	172.8	96.4	74,914.0	96.3	66	36.8	18.9	150	68,260	83.7	87.7
	2011	183.2	76,549.5	177.2	96.7	74,027.9	96.7	68	37.1	16.6	156	69,542	85.1	90.8

Teachers: 22

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	13.6
Hispanic	11	50.0
White	7	31.8
Multiple categories	0	0.0
Other	1	4.5

Gender	Number	Percentage
Female	17	77.3
Male	5	22.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	5.9	NA
2009-10	7.1	NA
2010-11	9.2	90.9

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	4.5
2	0	0.0
3	2	9.1
4	0	0.0
5	2	9.1
1-3	3	13.6
More than 3	19	86.4
1 - 5	5	22.7
6 - 10	7	31.8
11 - 20	4	18.2
More than 20	6	27.3

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	5
	2010		*	*	*			*		*	*	100.0	85.4	6
	2011	*	50.0	*	63.6	*	*	63.6		*	66.7	63.6	82.0	11
4	2009	*	42.9	76.5	69.6		73.3	65.2		71.4	63.6	68.0	75.8	25
	2010		*	*	66.7		*	*		*	*	57.1	77.9	7
	2011		100.0	*	100.0		*	100.0		100.0	*	100.0	78.6	11
5	2009		*	90.0	92.3		*	87.5		*	100.0	92.9	82.9	14
	2010		*	100.0	100.0		*	100.0		100.0	100.0	100.0	86.1	14
	2011		*	100.0	88.9		100.0	88.2		84.6	83.3	84.2	89.0	19
3-5	2009	*	71.4	82.1	80.0		75.0	73.5		78.3	81.0	79.5	81.5	44
	2010		75.0	100.0	92.0		100.0	78.6		92.3	92.3	88.9	83.4	27
	2011	*	68.8	100.0	84.6	*	100.0	82.9		84.6	80.0	82.9	83.6	41

NUMBER TESTED IN GRADES 3-5													
2009	1	14	28	40	0	20	34	0	23	21	44	28,126	
2010	0	12	14	25	0	7	14	0	13	13	27	24,751	
2011	2	16	22	39	1	15	35	0	26	15	41	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		*	*	*		*	*		*	*	*	960	5
	2010		*	*	*			*		*	*	0	1,039	6
	2011	*	3	*	4	*	*	4		*	2	4	1,214	11
4	2009	*	4	4	7		4	8		4	4	8	2,449	25
	2010		*	*	2		*	*		*	*	3	1,640	7
	2011		0	*	0		*	0		0	*	0	1,506	11
5	2009		*	1	1		*	1		*	0	1	1,793	14
	2010		*	0	0		*	0		0	0	0	1,427	14
	2011		*	0	2		0	2		2	1	3	919	19
3-5	2009	*	4	5	8		5	9		5	4	9	5,202	44
	2010		3	0	2		0	3		1	1	3	4,106	27
	2011	*	5	0	6	*	0	6		4	3	7	3,639	41

NUMBER TESTED IN GRADES 3-5													
2009	1	14	28	40	0	20	34	0	23	21	44	28,126	
2010	0	12	14	25	0	7	14	0	13	13	27	24,751	
2011	2	16	22	39	1	15	35	0	26	15	41	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	*	*	*	*
	2010	91.1	76.2	91.7	79.2
	2011	73.3	66.2	77.3	67.0
4	2009	77.6	72.5	71.4	78.4
	2010	66.7	75.0	71.4	70.0
	2011	82.4	90.9	87.0	79.1
5	2009	79.7	84.8	83.9	76.4
	2010	87.4	88.4	92.9	86.3
	2011	85.0	79.6	87.5	76.1
3-5	2009	78.2	76.6	76.0	77.4
	2010	82.8	82.2	87.0	80.5
	2011	81.2	79.1	84.6	74.5

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		*	*	*		*	*		*	*	*	34.1	5
	2010		*	*	*			*		*	*	50.0	37.1	6
	2011	*	16.7	*	27.3	*	*	27.3		*	33.3	27.3	33.6	11
4	2009	*	42.9	11.8	17.4		6.7	13.0		21.4	18.2	20.0	18.4	25
	2010		*	*	0.0		*	*		*	*	0.0	19.4	7
	2011		0.0	*	20.0		*	0.0		12.5	*	18.2	27.7	11
5	2009		*	30.0	23.1		*	0.0		*	22.2	21.4	18.5	14
	2010		*	36.4	35.7		*	16.7		33.3	37.5	35.7	23.6	14
	2011		*	14.3	11.1		15.4	11.8		7.7	16.7	10.5	28.1	19
3-5	2009	*	21.4	17.9	17.5		5.0	8.8		17.4	19.0	18.2	22.7	44
	2010		25.0	28.6	28.0		14.3	14.3		23.1	38.5	29.6	26.2	27
	2011	*	6.3	22.7	17.9	*	13.3	14.3		11.5	26.7	17.1	29.7	41

NUMBER TESTED IN GRADES 3-5													
2009	1	14	28	40	0	20	34	0	23	21	44	28,126	
2010	0	12	14	25	0	7	14	0	13	13	27	24,751	
2011	2	16	22	39	1	15	35	0	26	15	41	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		*	78.9	80.0		78.9	81.0		85.7	71.4	81.0	77.3	21
	2010		*	84.6	86.7	*	84.0	72.7		86.7	87.5	87.1	78.2	31
	2011	*	33.3	78.3	67.7	*	76.2	67.7		71.4	64.7	67.7	80.7	31
4	2009	*	42.9	76.5	69.6		80.0	65.2		71.4	63.6	68.0	79.4	25
	2010		*	88.9	86.4		88.9	75.0		92.9	87.5	87.0	81.8	23
	2011		83.3	69.2	71.0		68.2	67.9		66.7	78.6	71.9	82.6	32
5	2009		*	80.0	84.6		*	75.0		*	88.9	85.7	87.0	14
	2010		*	100.0	100.0		*	100.0		100.0	100.0	100.0	87.7	14
	2011		*	100.0	89.5		100.0	94.4		92.3	85.7	90.0	88.7	20
3-5	2009	*	66.7	78.3	76.8		76.3	73.1		78.8	74.1	76.7	81.0	60
	2010		91.7	89.1	89.4	*	87.5	79.3		91.4	90.6	89.7	82.3	68
	2011	*	56.3	79.7	74.1	*	78.9	74.0		75.6	73.7	74.7	83.9	83

NUMBER TESTED IN GRADES 3-5													
2009	1	12	46	56	0	38	52	0	33	27	60	33,546	
2010	0	12	55	66	1	48	29	0	35	32	68	34,834	
2011	2	16	64	81	2	57	77	0	45	38	83	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		*	4	4		4	4		2	2	4	2,781	21
	2010		*	4	4	*	4	3		2	2	4	2,739	31
	2011	*	4	5	10	*	5	10		4	6	10	2,370	31
4	2009	*	4	4	7		3	8		4	4	8	2,196	25
	2010		*	2	3		2	3		1	1	3	2,101	23
	2011		1	8	9		7	9		6	3	9	2,100	32
5	2009		*	2	2		*	2		*	1	2	1,386	14
	2010		*	0	0		*	0		0	0	0	1,314	14
	2011		*	0	2		0	1		1	1	2	1,274	20
3-5	2009	*	4	10	13		9	14		7	7	14	6,363	60
	2010		1	6	7	*	6	6		3	3	7	6,154	68
	2011	*	7	13	21	*	12	20		11	10	21	5,744	83

NUMBER TESTED IN GRADES 3-5													
2009	1	12	46	56	0	38	52	0	33	27	60	33,546	
2010	0	12	55	66	1	48	29	0	35	32	68	34,834	
2011	2	16	64	81	2	57	77	0	45	38	83	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	83.8	81.0	89.7	73.0	81.0	71.4
	2010	81.6	81.7	81.7	78.0	78.2	55.2
	2011	77.1	72.6	81.7	71.5	67.7	56.9
4	2009	77.5	71.4	78.7	75.3	69.0	70.0
	2010	87.4	86.3	84.8	84.1	78.3	69.0
	2011	81.5	85.7	69.8	71.4	69.5	75.0
5	2009	87.7	80.6	92.9	81.6	83.9	87.5
	2010	86.4	91.8	92.9	81.6	91.1	83.9
	2011	86.4	82.1	87.9	80.7	87.5	76.9
3-5	2009	82.1	76.9	85.8	76.0	76.7	74.6
	2010	84.5	85.4	85.0	80.8	80.9	65.8
	2011	81.0	79.9	78.6	73.7	73.2	68.7

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009		*	47.4	45.0		47.4	42.9		50.0	28.6	42.9	29.0	21
	2010		*	3.8	10.0	*	4.0	9.1		0.0	18.8	9.7	21.3	31
	2011	*	16.7	26.1	22.6	*	28.6	22.6		28.6	17.6	22.6	24.4	31
4	2009	*	14.3	41.2	30.4		40.0	26.1		35.7	27.3	32.0	31.6	25
	2010		*	44.4	40.9		44.4	16.7		42.9	37.5	39.1	29.1	23
	2011		0.0	23.1	19.4		22.7	17.9		11.1	28.6	18.8	31.3	32
5	2009		*	40.0	30.8		*	0.0		*	33.3	35.7	38.4	14
	2010		*	45.5	42.9		*	16.7		66.7	25.0	42.9	34.5	14
	2011		*	60.0	52.6		57.1	50.0		61.5	28.6	50.0	32.5	20
3-5	2009	*	16.7	43.5	35.7		39.5	28.8		42.4	29.6	36.7	32.8	60
	2010		25.0	25.5	27.3	*	22.9	13.8		28.6	25.0	26.5	27.9	68
	2011	*	12.5	32.8	28.4	*	33.3	27.3		31.1	23.7	27.7	29.3	83

NUMBER TESTED IN GRADES 3-5													
2009	1	12	46	56	0	38	52	0	33	27	60	33,546	
2010	0	12	55	66	1	48	29	0	35	32	68	34,834	
2011	2	16	64	81	2	57	77	0	45	38	83	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	*	*	100.0	94.1		100.0	88.2		90.0	88.9	89.5	87.4	19
	2010		*	*	*		*	*		*	*	100.0	89.8	6
	2011		100.0	*	100.0		*	100.0		100.0	*	100.0	86.9	11

NUMBER TESTED IN GRADE 4													
2009	1	4	14	17	0	13	17	0	10	9	19	10,032	
2010	0	4	2	5	0	2	4	0	3	3	6	7,294	
2011	0	6	5	10	0	1	7	0	8	3	11	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	*	*	0	1		0	2		1	1	2	1,264	19
	2010		*	*	*		*	*		*	*	0	744	6
	2011		0	*	0		*	0		0	*	0	908	11

NUMBER TESTED IN GRADE 4													
2009	1	4	14	17	0	13	17	0	10	9	19	10,032	
2010	0	4	2	5	0	2	4	0	3	3	6	7,294	
2011	0	6	5	10	0	1	7	0	8	3	11	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	80.3	80.9	77.6	90.8
	2010	2.0	79.2	64.6	83.3	91.7
	2011	2.4	86.4	86.4	87.5	89.8

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	*	*	14.3	17.6		15.4	17.6		20.0	11.1	15.8	21.0	19
	2010		*	*	*		*	*		*	*	0.0	23.8	6
	2011		33.3	*	40.0		*	28.6		37.5	*	36.4	22.4	11

NUMBER TESTED IN GRADE 4													
2009	1	4	14	17	0	13	17	0	10	9	19	10,032	
2010	0	4	2	5	0	2	4	0	3	3	6	7,294	
2011	0	6	5	10	0	1	7	0	8	3	11	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		*	90.0	92.3		*	87.5		*	100.0	92.9	75.9	14
	2010		*	100.0	100.0		*	100.0		100.0	100.0	100.0	81.4	14
	2011		*	100.0	89.5		100.0	88.9		84.6	85.7	85.0	80.9	20

NUMBER TESTED IN GRADE 5													
2009	0	3	10	13	0	4	8	0	5	9	14	10,550	
2010	0	3	11	14	0	5	6	0	6	8	14	10,576	
2011	0	4	15	19	0	14	18	0	13	7	20	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		*	1	1		*	1		*	0	1	2,542	14
	2010		*	0	0		*	0		0	0	0	1,965	14
	2011		*	0	2		0	2		2	1	3	1,942	20

NUMBER TESTED IN GRADE 5													
2009	0	3	10	13	0	4	8	0	5	9	14	10,550	
2010	0	3	11	14	0	5	6	0	6	8	14	10,576	
2011	0	4	15	19	0	14	18	0	13	7	20	10,176	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	86.3	90.5	90.5	77.0
	2010	94.0	98.4	88.1	80.2
	2011	85.8	90.6	86.1	85.0

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)
5	2009		*	50.0	38.5		*	12.5		*	33.3	42.9	29.1	14
	2010		*	54.5	57.1		*	16.7		50.0	62.5	57.1	32.8	14
	2011		*	66.7	57.9		64.3	55.6		69.2	28.6	55.0	34.0	20

NUMBER TESTED IN GRADES 5													
2009	0	3	10	13	0	4	8	0	5	9	14	10,550	
2010	0	3	11	14	0	5	6	0	6	8	14	10,576	
2011	0	4	15	19	0	14	18	0	13	7	20	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			100.0	100.0		100.0	100.0		100.0	100.0	100.0	89.4	18
	2010			88.0	88.0	*	88.0	87.5		90.9	85.7	88.0	84.5	25
	2011			85.0	85.0	*	85.0	85.0		66.7	100.0	85.0	87.2	20
4	2009												72.7	0
	2010			93.8	93.8		93.8	85.7		90.9	*	93.8	84.4	16
	2011			95.2	95.2		95.2	95.2		90.0	100.0	95.2	85.0	21
5	2009												79.7	0
	2010												80.3	0
	2011			*	*		*	*			*	*	86.3	1
ALL	2009			100.0	100.0		100.0	100.0		100.0	100.0	100.0	—	18
	2010			90.2	90.2	*	90.2	86.7		90.9	89.5	90.2	—	41
	2011			90.5	90.5	*	90.5	90.5		78.9	100.0	90.5	—	42

NUMBER TESTED IN GRADES ALL													
2009	0	0	18	18	0	18	18	0	11	7	18	—	
2010	0	0	41	41	1	41	15	0	22	19	41	—	
2011	0	0	42	42	1	42	42	0	19	23	42	—	

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			0	0		0	0		0	0	0	514	18
	2010			3	3	*	3	1		1	2	3	863	25
	2011			3	3	*	3	3		3	0	3	710	20
4	2009												268	0
	2010			1	1		1	1		1	*	1	651	16
	2011			1	1		1	1		1	0	1	755	21
5	2009												86	0
	2010												120	0
	2011			*	*		*	*			*	*	398	1
ALL	2009			0	0		0	0		0	0	0	—	18
	2010			4	4	*	4	2		2	2	4	—	41
	2011			4	4	*	4	4		4	0	4	—	42

NUMBER TESTED IN GRADES ALL													
2009	0	0	18	18	0	18	18	0	11	7	18	—	
2010	0	0	41	41	1	41	15	0	22	19	41	—	
2011	0	0	42	42	1	42	42	0	19	23	42	—	

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	75.2	89.7	87.0	84.7
	2010	72.5	84.6	73.3	74.0
	2011	72.0	83.6	74.2	73.1
4	2009				
	2010	80.8	89.8	85.7	81.3
	2011	82.5	86.3	87.8	76.2
5	2009				
	2010				
	2011	*	*	*	*
ALL	2009	75.2	89.7	87.0	84.7
	2010	75.8	86.6	78.2	76.8
	2011	77.0	85.3	81.3	74.9

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			16.7	16.7		16.7	16.7		18.2	14.3	16.7	30.6	18
	2010			16.0	16.0	*	16.0	0.0		18.2	14.3	16.0	39.6	25
	2011			40.0	40.0	*	40.0	40.0		22.2	54.5	40.0	43.5	20
4	2009												21.1	0
	2010			25.0	25.0		25.0	0.0		36.4	*	25.0	34.4	16
	2011			28.6	28.6		28.6	28.6		10.0	45.5	28.6	38.5	21
5	2009												15.3	0
	2010												21.2	0
	2011			*	*		*	*			*	*	29.0	1
ALL	2009			16.7	16.7		16.7	16.7		18.2	14.3	16.7	—	18
	2010			19.5	19.5	*	19.5	0.0		27.3	10.5	19.5	—	41
	2011			33.3	33.3	*	33.3	33.3		15.8	47.8	33.3	—	42


NUMBER TESTED IN ALL GRADES													
2009	0	0	18	18	0	18	18	0	11	7	18	—	
2010	0	0	41	41	1	41	15	0	22	19	41	—	
2011	0	0	42	42	1	42	42	0	19	23	42	—	

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												87.1	0
	2010			100.0	100.0		100.0	100.0		100.0	*	100.0	93.7	16
	2011			100.0	100.0		100.0	100.0		100.0	100.0	100.0	93.2	22

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	16	16	0	16	7	0	11	5	16	4,216	
2011	0	0	22	22	0	22	22	0	10	12	22	5,054	

 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	Spec Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009												127	0
	2010			0	0		0	0		0	*	0	266	16
	2011			0	0		0	0		0	0	0	346	22

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	16	16	0	16	7	0	11	5	16	4,216	
2011	0	0	22	22	0	22	22	0	10	12	22	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					
	2010	2.2	92.2	92.2	93.8	89.1
	2011	2.0	89.8	92.6	91.5	90.3

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

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009												20.4	0
	2010			18.8	18.8		18.8	0.0		18.2	*	18.8	30.4	16
	2011			4.5	4.5		4.5	4.5		0.0	8.3	4.5	27.7	22

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	16	16	0	16	7	0	11	5	16	4,216	
2011	0	0	22	22	0	22	22	0	10	12	22	5,054	

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	*	*	25.0	54.4	8
	2010	14.3	30.0	23.5	61.2	17
	2011	50.0	*	61.5	63.3	13
1	2009	*	*	37.5	54.2	8
	2010	*	*	57.1	55.2	7
	2011	25.0	*	41.2	58.1	17
2	2009	*	*	33.3	47.9	9
	2010	50.0	*	42.9	48.6	7
	2011	33.3	*	37.5	50.7	8
5	2009					0
	2010					0
	2011	38.9	*	42.1	36.2	19
1-5	2009	12.5	55.6	35.3	51.0	17
	2010	33.3	*	50.0	51.9	14
	2011	33.3	75.0	40.9	47.2	44

Number Tested	2009	11	14	25	15,925	
	2010	16	15	31	20,252	
	2011	46	11	57	29,763	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009	61.5	50.0	59.4	52.8	32
	2010	42.9	70.0	50.0	51.2	38
	2011	41.2	*	45.9	56.8	37
1	2009	0.0	*	0.0	50.4	10
	2010	57.7	83.3	62.5	48.8	32
	2011	28.6	*	33.3	53.1	33
2	2009	*	*	37.5	53.2	8
	2010	30.0	*	32.3	54.6	31
	2011	31.0	*	32.3	56.8	31
5	2009					0
	2010					0
	2011	35.3	*	33.3	44.8	18
K-5	2009	44.4	42.9	44.0	52.3	50
	2010	42.9	76.5	48.5	51.5	101
	2011	34.3	63.6	37.0	53.3	119

Number Tested	2009	36	14	50	30,563	
	2010	84	17	101	40,163	
	2011	108	11	119	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		16.7	*	25.0			*		*	*	25.0	54.4	8
	2010	*	27.3	*	25.0	*	*	14.3		33.3	*	23.5	61.2	17
	2011	*	55.6	*	72.7	*	*	50.0		*	62.5	61.5	63.3	13
1	2009	*	*	*	37.5			*		*	*	37.5	54.2	8
	2010	*	*	*	57.1		*	*		*	*	57.1	55.2	7
	2011	*	41.7	*	50.0	*	*	25.0		41.7	*	41.2	58.1	17
2	2009	*	16.7	*	37.5			*		*	16.7	33.3	47.9	9
	2010	*	*	*	42.9			50.0		*	*	42.9	48.6	7
	2011	*	16.7	*	42.9	*	*	33.3		33.3	*	37.5	50.7	8
1-2	2009	*	36.4	*	37.5			12.5		33.3	36.4	35.3	51.0	17
	2010	*	66.7	*	50.0		*	33.3		62.5	33.3	50.0	51.9	14
	2011	*	33.3	*	47.6	*	*	27.8		38.9	42.9	40.0	54.4	25
5	2009													0
	2010													0
	2011		*	46.7	44.4	*	42.9	38.9		41.7	42.9	42.1	36.2	19
1-5	2009	*	36.4	*	37.5			12.5		33.3	36.4	35.3	51.0	17
	2010	*	66.7	*	50.0		*	33.3		62.5	33.3	50.0	51.9	14
	2011	*	33.3	50.0	46.2	*	43.8	33.3		40.0	42.9	40.9	47.2	44

Number Tested	2009	3	11	2	16	0	0	8	0	6	11	17	14,637
	2010	3	6	5	14	0	1	9	0	8	6	14	13,990
	2011	2	21	20	39	3	16	36	0	30	14	44	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		0	*	0			*		*	*	0	304	8
	2010	*	2	*	2	*	*	0		2	*	2	1,717	17
	2011	*	4	*	5	*	*	4		*	3	5	2,106	13
1	2009	*	*	*	0			*		*	*	0	1,659	8
	2010	*	*	*	3		*	*		*	*	3	1,729	7
	2011	*	0	*	2	*	*	0		1	*	2	1,963	17
2	2009	*	1	*	1			*		*	0	1	1,027	9
	2010	*	*	*	0			0		*	*	0	954	7
	2011	*	0	*	0	*	*	0		0	*	0	1,020	8
1-2	2009	*	1	*	1			0		1	0	1	2,688	17
	2010	*	1	*	3		*	0		2	1	3	2,683	14
	2011	*	0	*	2	*	*	0		1	1	2	2,983	25
5	2009													0
	2010													0
	2011		*	0	0	*	0	0		0	0	0	701	19
1-5	2009	*	1	*	1			0		1	0	1	2,688	17
	2010	*	1	*	3		*	0		2	1	3	2,683	14
	2011	*	0	2	2	*	0	0		1	1	2	3,694	44

Number Tested	2009	3	11	2	16	0	0	8	0	6	11	17	14,637
	2010	3	6	5	14	0	1	9	0	8	6	14	13,990
	2011	2	21	20	39	3	16	36	0	30	14	44	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		16.7	69.2	59.4	*	65.2	61.5		63.2	53.8	59.4	52.8	32
	2010	*	54.5	46.2	51.4	*	47.8	42.9		52.2	46.7	50.0	51.2	38
	2011	*	77.8	30.8	42.9	*	24.0	41.2		37.5	52.4	45.9	56.8	37
1	2009	*	*	*	0.0	*	*	0.0		*	*	0.0	50.4	10
	2010	*	*	60.7	62.5	*	64.0	57.7		63.2	61.5	62.5	48.8	32
	2011	*	25.0	40.0	36.7	*	29.4	28.6		45.0	15.4	33.3	53.1	33
2	2009	*	*	*	42.9			*		*	*	37.5	53.2	8
	2010	*	*	34.6	32.3	*	33.3	30.0		35.7	29.4	32.3	54.6	31
	2011	*	50.0	25.0	33.3	*	25.0	31.0		31.6	33.3	32.3	56.8	31
K-2	2009	*	12.5	63.3	44.9	*	60.0	44.4		51.9	34.8	44.0	52.3	50
	2010	*	52.9	47.5	49.0	*	48.6	42.9		51.8	44.4	48.5	51.5	101
	2011	*	48.1	31.4	37.9	0.0	25.8	34.1		38.2	37.0	37.6	55.6	101
5	2009													0
	2010													0
	2011		*	42.9	35.3	*	46.2	35.3		25.0	50.0	33.3	44.8	18
K-5	2009	*	12.5	63.3	44.9	*	60.0	44.4		51.9	34.8	44.0	52.3	50
	2010	*	52.9	47.5	49.0	*	48.6	42.9		51.8	44.4	48.5	51.5	101
	2011	*	43.3	33.3	37.5	0.0	29.1	34.3		35.8	38.5	37.0	53.3	119

Number Tested	2009	3	16	30	49	2	25	36	0	27	23	50	30,563
	2010	4	17	80	100	3	72	84	0	56	45	101	40,163
	2011	3	30	84	112	8	79	108	0	67	52	119	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		0	5	5	*	4	4		3	2	5	2,455	32
	2010	*	3	5	8	*	5	5		5	3	8	2,358	38
	2011	*	1	1	3	*	0	2		0	3	3	2,815	37
1	2009	*	*	*	0	*	*	0		*	*	0	1,577	10
	2010	*	*	3	5	*	3	3		4	1	5	2,266	32
	2011	*	0	2	2	*	0	0		1	1	2	2,716	33
2	2009	*	*	*	0			*		*	*	0	1,686	8
	2010	*	*	4	4	*	3	3		1	3	4	2,484	31
	2011	*	1	2	3	*	2	2		2	1	3	2,746	31
K-2	2009	*	0	5	5	*	4	4		3	2	5	5,718	50
	2010	*	4	12	17	*	11	11		10	7	17	7,108	101
	2011	*	2	5	8	0	2	4		3	5	8	8,277	101
5	2009													0
	2010													0
	2011		*	1	1	*	1	1		0	1	1	1,395	18
K-5	2009	*	0	5	5	*	4	4		3	2	5	5,718	50
	2010	*	4	12	17	*	11	11		10	7	17	7,108	101
	2011	*	2	6	9	0	3	5		3	6	9	9,696	119

Number Tested	2009	3	16	30	49	2	25	36	0	27	23	50	30,563
	2010	4	17	80	100	3	72	84	0	56	45	101	40,163
	2011	3	30	84	112	8	79	108	0	67	52	119	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	*	*	50.0	45.9	*	51.7	45.5		33.3	57.9	45.9	66.0	37
	2010	*	*	60.7	59.4	*	60.0	61.5		68.4	46.2	59.4	63.5	32
	2011	*	41.7	65.0	56.7	*	58.8	50.0		60.0	46.2	54.5	66.7	33
2	2009	*	*	87.1	78.4	*	86.7	79.4		76.9	80.0	78.9	60.9	38
	2010	*	*	50.0	48.4	*	50.0	46.7		50.0	47.1	48.4	61.4	31
	2011	*	33.3	60.9	58.6	*	60.9	57.1		55.6	58.3	56.7	62.0	30
1-2	2009	*	30.0	68.9	62.2	*	69.5	62.7		51.6	70.5	62.7	63.5	75
	2010	*	50.0	55.6	54.0	*	55.1	53.6		60.6	46.7	54.0	62.5	63
	2011	*	38.9	62.8	57.6	*	60.0	53.6		57.9	52.0	55.6	64.4	63
5	2009													0
	2010													0
	2011		*	60.0	55.6	*	64.3	55.6		50.0	57.1	52.6	48.6	19
1-5	2009	*	30.0	68.9	62.2	*	69.5	62.7		51.6	70.5	62.7	63.5	75
	2010	*	50.0	55.6	54.0	*	55.1	53.6		60.6	46.7	54.0	62.5	63
	2011	*	38.1	62.1	57.1	*	61.1	54.1		56.0	53.1	54.9	59.7	82

Number Tested	2009	3	10	61	74	3	59	67	0	31	44	75	27,480
	2010	3	6	54	63	2	49	56	0	33	30	63	26,937
	2011	2	21	58	77	4	54	74	0	50	32	82	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	*	*	1	1	*	1	1		1	0	1	4,597	37
	2010	*	*	5	6	*	4	4		4	2	6	4,129	32
	2011	*	2	7	9	*	5	7		7	2	9	4,427	33
2	2009	*	*	6	7	*	6	6		4	3	7	3,822	38
	2010	*	*	6	6	*	5	5		1	5	6	3,776	31
	2011	*	1	4	5	*	4	4		3	2	5	3,810	30
1-2	2009	*	0	7	8	*	7	7		5	3	8	8,419	75
	2010	*	1	11	12	*	9	9		5	7	12	7,905	63
	2011	*	3	11	14	*	9	11		10	4	14	8,237	63
5	2009													0
	2010													0
	2011		*	0	0	*	0	0		0	0	0	1,416	19
1-5	2009	*	0	7	8	*	7	7		5	3	8	8,419	75
	2010	*	1	11	12	*	9	9		5	7	12	7,905	63
	2011	*	3	11	14	*	9	11		10	4	14	9,660	82

Number Tested	2009	3	10	61	74	3	59	67	0	31	44	75	27,480
	2010	3	6	54	63	2	49	56	0	33	30	63	26,937
	2011	2	21	58	77	4	54	74	0	50	32	82	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			83.3	83.3	*	87.0	87.0		86.7	77.8	83.3	88.6	24
	2010			76.2	76.2		76.2	76.2		81.8	70.0	76.2	89.3	21
	2011			66.7	66.7	*	66.7	66.7		45.5	84.6	66.7	90.9	24
1	2009			86.2	86.2	*	86.2	86.2		86.7	85.7	86.2	88.6	29
	2010			92.0	92.0	*	91.7	95.7		92.9	90.9	92.0	89.1	25
	2011			81.3	81.3		81.3	81.3		87.5	75.0	81.3	89.4	16
2	2009			96.7	96.7	*	96.7	96.7		100.0	95.0	96.7	94.0	30
	2010			95.8	95.8	*	95.8	95.8		90.9	100.0	95.8	93.8	24
	2011			91.3	91.3	*	91.3	91.3		84.6	100.0	91.3	94.9	23
K-2	2009			89.2	89.2	*	90.2	90.2		90.0	88.4	89.2	90.4	83
	2010			88.6	88.6	*	88.4	89.7		88.9	88.2	88.6	90.7	70
	2011			79.4	79.4	*	79.4	79.4		71.9	87.1	79.4	91.7	63

Number Tested	2009	0	0	83	83	5	82	82	0	40	43	83	19,076
	2010	0	0	70	70	2	69	68	0	36	34	70	19,041
	2011	0	0	63	63	4	63	63	0	32	31	63	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			10	10	*	10	10		5	5	10	3,525	24
	2010			10	10		10	10		7	3	10	3,523	21
	2011			8	8	*	8	8		3	5	8	3,964	24
1	2009			8	8	*	8	8		3	5	8	2,523	29
	2010			7	7	*	7	7		3	4	7	2,529	25
	2011			8	8		8	8		5	3	8	2,459	16
2	2009			14	14	*	14	14		6	8	14	2,909	30
	2010			5	5	*	5	5		1	4	5	3,040	24
	2011			6	6	*	6	6		3	3	6	3,227	23
K-2	2009			32	32	*	32	32		14	18	32	8,957	83
	2010			22	22	*	22	22		11	11	22	9,092	70
	2011			22	22	*	22	22		11	11	22	9,650	63

Number Tested	2009	0	0	83	83	5	82	82	0	40	43	83	19,076
	2010	0	0	70	70	2	69	68	0	36	34	70	19,041
	2011	0	0	63	63	4	63	63	0	32	31	63	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	0	-	0	-	8	87.5	8	87.5
5	0	-	1	100.0	0	-	1	100.0
ALL	0	-	1	100.0	8	87.5	9	88.9

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
KN (25)	Beginning	22	88.0	24	96.0	25	100.0	25	100.0	25	100.0
	Intermediate	3	12.0	1	4.0	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 (18)	Beginning	6	33.3	14	77.8	18	100.0	18	100.0	18	100.0
	Intermediate	12	66.7	4	22.2	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
2 (24)	Beginning	1	4.2	4	16.7	9	37.5	2	8.3	2	8.3
	Intermediate	9	37.5	14	58.3	12	50.0	12	50.0	12	50.0
	Advanced	13	54.2	6	25.0	2	8.3	9	37.5	9	37.5
	Advanced High	1	4.2	0	0.0	1	4.2	1	4.2	1	4.2
3 (22)	Beginning	1	4.5	3	13.6	2	9.1	1	4.5	1	4.5
	Intermediate	15	68.2	13	59.1	11	50.0	6	27.3	6	27.3
	Advanced	3	13.6	3	13.6	4	18.2	7	31.8	8	36.4
	Advanced High	3	13.6	3	13.6	5	22.7	8	36.4	7	31.8
4 (25)	Beginning	2	8.0	3	12.0	2	8.0	0	0.0	0	0.0
	Intermediate	9	36.0	14	56.0	13	52.0	4	16.0	4	16.0
	Advanced	11	44.0	7	28.0	9	36.0	12	48.0	12	48.0
	Advanced High	3	12.0	1	4.0	1	4.0	9	36.0	9	36.0

**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	-	-	-	
17 0 (0.0%)	Beginning	17			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
23 15 (65.2%)	Beginning	2			
	Intermediate	9	3		
	Advanced	3	3	3	
	Advanced High	0	0	0	
22 15 (68.2%)	Beginning	1			
	Intermediate	3	3		
	Advanced	0	5	3	
	Advanced High	0	1	6	
24 17 (70.8%)	Beginning	0			
	Intermediate	2	2		
	Advanced	1	6	5	
	Advanced High	0	1	7	

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
5 (14)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	2	14.3	0	0.0	0	0.0
	Advanced	0	0.0	2	14.3	7	50.0	0	0.0	0	0.0
	Advanced High	14	100.0	12	85.7	5	35.7	14	100.0	14	100.0
ALL (128)	Beginning	32	25.0	48	37.5	56	43.8	46	35.9	46	35.9
	Intermediate	48	37.5	46	35.9	38	29.7	22	17.2	22	17.2
	Advanced	27	21.1	18	14.1	22	17.2	28	21.9	29	22.7
	Advanced High	21	16.4	16	12.5	12	9.4	32	25.0	31	24.2

**PROGRESSION FROM
2010 TO 2011**

Number Rated Both Years N (%) Progressed	2011 Level	2010 Level			
		Beg	Int	Adv	Adv High
14 <hr/> 14 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	14	
100 <hr/> 61 (61.0%)	Beginning	20			
	Intermediate	14	8		
	Advanced	4	14	11	
	Advanced High	0	2	27	

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