

# DATA PACKET

for 2011-12 planning

**School Number 134**

**GEORGE BANNERMAN DEALEY**



**Dallas  
Independent  
School  
District**

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

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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	30
KN	32
1	64
2	63
3	64
4	58
5	57
6	56
ALL	424

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	46	10.8	6	23.1
American Indian/Alaska Native	2	0.5	*	*
Asian/Hawaiian/Pacific Islander	60	14.2	*	*
Hispanic	173	40.8	4	15.4
White	127	30.0	12	46.2
Multiple	16	3.8	1	3.8
Other* (teachers only)	—	—	3	11.5
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	66	15.6
Economically disadvantaged	155	36.6
Limited English proficient (LEP)	24	5.7
Special education	12	2.8
Talented and Gifted (TAG)	151	35.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2009	27	2	7.4	0	0.0	2	7.4	5	18.5	18	66.7	—	—
	2010	32	5	15.6	0	0.0	5	15.6	7	21.9	15	46.9	—	—
	2011	30	3	10.0	0	0.0	5	16.7	6	20.0	16	53.3	0	0.0
KN	2009	28	5	17.9	0	0.0	6	21.4	7	25.0	10	35.7	—	—
	2010	30	2	6.7	0	0.0	3	10.0	6	20.0	19	63.3	—	—
	2011	32	3	9.4	0	0.0	4	12.5	9	28.1	13	40.6	3	9.4
1	2009	53	10	18.9	0	0.0	5	9.4	20	37.7	18	34.0	—	—
	2010	59	10	16.9	0	0.0	12	20.3	18	30.5	19	32.2	—	—
	2011	64	5	7.8	1	1.6	7	10.9	25	39.1	22	34.4	4	6.3
2	2009	55	11	20.0	0	0.0	6	10.9	17	30.9	21	38.2	—	—
	2010	65	9	13.8	0	0.0	7	10.8	29	44.6	20	30.8	—	—
	2011	63	8	12.7	1	1.6	12	19.0	20	31.7	19	30.2	3	4.8
3	2009	55	7	12.7	0	0.0	5	9.1	28	50.9	15	27.3	—	—
	2010	60	11	18.3	0	0.0	8	13.3	19	31.7	22	36.7	—	—
	2011	64	5	7.8	0	0.0	8	12.5	30	46.9	19	29.7	2	3.1
4	2009	55	9	16.4	1	1.8	8	14.5	27	49.1	10	18.2	—	—
	2010	55	6	10.9	0	0.0	5	9.1	31	56.4	13	23.6	—	—
	2011	58	9	15.5	0	0.0	9	15.5	20	34.5	19	32.8	1	1.7
5	2009	55	13	23.6	0	0.0	4	7.3	23	41.8	15	27.3	—	—
	2010	56	7	12.5	1	1.8	8	14.3	29	51.8	11	19.6	—	—
	2011	57	6	10.5	0	0.0	6	10.5	33	57.9	11	19.3	1	1.8
6	2009	54	13	24.1	1	1.9	5	9.3	22	40.7	13	24.1	—	—
	2010	55	13	23.6	0	0.0	6	10.9	24	43.6	12	21.8	—	—
	2011	56	7	12.5	0	0.0	9	16.1	30	53.6	8	14.3	2	3.6
PK-6	2009	382	70	18.3	2	0.5	41	10.7	149	39.0	120	31.4	—	—
	2010	412	63	15.3	1	0.2	54	13.1	163	39.6	131	31.8	—	—
	2011	424	46	10.8	2	0.5	60	14.2	173	40.8	127	30.0	16	3.8

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	27	10	37.0	0	0.0	0	0.0	0	0.0	0	0.0	27	100.0	0.0
	2010	32	12	37.5	2	6.3	0	0.0	1	3.1	0	0.0	31	96.9	3.1
	2011	30	6	20.0	0	0.0	2	6.7	0	0.0	0	0.0	30	100.0	0.0
KN	2009	28	7	25.0	2	7.1	3	10.7	3	10.7	6	21.4	1	3.6	0.0
	2010	30	11	36.7	0	0.0	0	0.0	0	0.0	0	0.0	1	3.3	0.0
	2011	32	13	40.6	3	9.4	0	0.0	5	15.6	3	9.4	1	3.1	0.0
1	2009	53	22	41.5	2	3.8	1	1.9	4	7.5	14	26.4	10	18.9	0.0
	2010	59	20	33.9	6	10.2	3	5.1	11	18.6	19	32.2	11	18.6	0.0
	2011	64	20	31.3	2	3.1	1	1.6	8	12.5	16	25.0	10	15.6	0.0
2	2009	55	13	23.6	4	7.3	3	5.5	11	20.0	15	27.3	1	1.8	0.0
	2010	65	30	46.2	8	12.3	2	3.1	15	23.1	25	38.5	0	0.0	1.5
	2011	63	19	30.2	6	9.5	3	4.8	17	27.0	24	38.1	3	4.8	0.0
3	2009	55	20	36.4	6	10.9	2	3.6	13	23.6	18	32.7	0	0.0	0.0
	2010	60	18	30.0	5	8.3	3	5.0	10	16.7	24	40.0	1	1.7	0.0
	2011	64	27	42.2	7	10.9	2	3.1	14	21.9	25	39.1	0	0.0	0.0
4	2009	55	29	52.7	5	9.1	2	3.6	6	10.9	26	47.3	3	5.5	0.0
	2010	55	24	43.6	2	3.6	1	1.8	3	5.5	25	45.5	0	0.0	0.0
	2011	58	15	25.9	4	6.9	2	3.4	5	8.6	27	46.6	0	0.0	0.0
5	2009	55	21	38.2	1	1.8	4	7.3	12	21.8	25	45.5	0	0.0	0.0
	2010	56	30	53.6	0	0.0	2	3.6	3	5.4	26	46.4	0	0.0	0.0
	2011	57	25	43.9	2	3.5	1	1.8	12	21.1	26	45.6	0	0.0	0.0
6	2009	54	18	33.3	0	0.0	3	5.6	6	11.1	28	51.9	0	0.0	0.0
	2010	55	26	47.3	0	0.0	3	5.5	8	14.5	23	41.8	0	0.0	0.0
	2011	56	30	53.6	0	0.0	1	1.8	5	8.9	30	53.6	0	0.0	0.0
PK-6	2009	382	140	36.6	20	5.2	18	4.7	55	14.4	132	34.6	42	11.0	0.0
	2010	412	171	41.5	23	5.6	14	3.4	51	12.4	142	34.5	44	10.7	0.5
	2011	424	155	36.6	24	5.7	12	2.8	66	15.6	151	35.6	44	10.4	0.0

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	28.0	13,515.0	27.2	97.2	12,939.1	95.7	0	0.0	22.3	28	11,501	100.0	85.1
	2010	29.7	13,234.2	28.6	96.3	12,616.4	95.3	0	0.0	21.7	28	11,233	94.4	84.9
	2011	31.5	13,210.6	30.7	97.6	12,645.0	95.7	0	0.0	21.5	32	11,602	100.0	87.8
1	2009	53.7	14,250.8	52.2	97.3	13,719.9	96.3	0	0.0	20.5	53	12,300	98.8	86.3
	2010	58.6	13,848.4	56.5	96.3	13,286.3	95.9	0	0.0	20.3	57	11,978	97.3	86.5
	2011	62.2	13,458.2	61.1	98.3	12,967.0	96.4	1	1.6	19.0	64	12,047	100.0	89.5
2	2009	55.0	13,950.1	53.8	97.9	13,499.0	96.8	0	0.0	18.5	55	12,231	100.0	87.7
	2010	64.8	13,440.8	62.8	96.8	12,947.4	96.3	1	1.5	19.2	62	11,794	95.6	87.7
	2011	61.3	13,012.8	60.1	98.1	12,592.7	96.8	0	0.0	17.1	62	11,853	100.0	91.1
3	2009	55.6	13,095.5	54.4	97.9	12,710.6	97.1	0	0.0	18.2	55	11,634	99.0	88.8
	2010	59.3	13,291.1	57.4	96.8	12,853.9	96.7	0	0.0	17.8	60	11,815	100.0	88.9
	2011	62.2	12,619.0	61.1	98.2	12,254.0	97.1	0	0.0	16.7	63	11,604	100.0	92.0
4	2009	55.4	12,156.4	54.6	98.6	11,789.9	97.0	0	0.0	17.9	55	10,731	99.3	88.3
	2010	54.9	12,299.7	53.6	97.6	11,900.0	96.8	0	0.0	17.3	55	10,987	100.0	89.3
	2011	56.3	12,506.4	55.3	98.1	12,149.9	97.1	0	0.0	15.7	58	11,544	100.0	92.3
5	2009	55.4	11,903.5	54.5	98.3	11,552.9	97.1	0	0.0	17.3	55	10,563	99.2	88.7
	2010	55.4	11,687.8	54.1	97.6	11,310.1	96.8	1	1.8	17.1	56	10,453	100.0	89.4
	2011	55.3	11,742.5	54.5	98.5	11,419.3	97.2	0	0.0	8.3	57	10,892	100.0	92.8
6	2009	54.9	10,588.3	54.2	98.8	10,165.3	96.0	0	0.0	19.9	55	9,131	100.0	86.2
	2010	54.4	10,602.4	53.2	97.8	10,110.8	95.4	0	0.0	18.6	55	9,083	100.0	85.7
	2011	54.4	10,126.2	53.6	98.6	9,742.1	96.2	0	0.0	17.3	56	9,074	100.0	89.6
KN-6	2009	371.0	94,064.8	363.6	98.0	90,751.7	96.5	27	7.3	29.4	382	85,648	100.0	91.1
	2010	377.1	88,404.5	366.1	97.1	85,024.8	96.2	2	0.5	18.9	373	77,343	98.9	87.5
	2011	383.2	86,675.7	376.4	98.2	83,770.0	96.6	1	0.3	16.6	392	78,616	100.0	90.7



Teachers: 26

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	6	23.1
Hispanic	4	15.4
White	12	46.2
Multiple categories	1	3.8
Other	3	11.5

Gender	Number	Percentage
Female	23	88.5
Male	3	11.5

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
<b>2008-09</b>	6.5	NA
<b>2009-10</b>	7.6	NA
<b>2010-11</b>	6.4	88.5

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	1	3.8
1	1	3.8
2	1	3.8
3	0	0.0
4	2	7.7
5	0	0.0
1-3	2	7.7
More than 3	23	88.5
1 - 5	4	15.4
6 - 10	5	19.2
11 - 20	8	30.8
More than 20	8	30.8

NOTE: Absence statistics for 2008-09 and 2009-10 include all teachers at both middle and elementary schools.

**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	100.0	100.0	87.3	55
	2010	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	85.4	60
	2011	100.0	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	82.0	64
4	2009	100.0	100.0	100.0	96.6	*	*	100.0		96.2	100.0	98.2	75.8	55
	2010	92.3	83.3	100.0	95.8	*	*	*		88.2	100.0	96.4	77.9	55
	2011	100.0	100.0	95.0	93.3	*	*	*		100.0	97.5	98.3	78.6	58
5	2009	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	82.9	55
	2010	100.0	100.0	100.0	100.0	*		*		100.0	100.0	100.0	86.1	56
	2011	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	89.0	56
6	2009	100.0	100.0	100.0	100.0	*		100.0		100.0	100.0	100.0	86.4	54
	2010	91.7	100.0	95.8	92.3	*		87.5		100.0	93.8	96.4	78.3	55
	2011	87.5	85.7	96.7	93.3	*		*		96.0	87.1	91.1	76.4	56
3-6	2009	100.0	100.0	100.0	98.9	100.0	100.0	100.0		98.9	100.0	99.5	82.7	219
	2010	96.6	97.3	99.0	96.9	100.0	100.0	95.0		97.6	98.6	98.2	82.0	226
	2011	98.2	96.3	98.2	96.9	45.5	92.3	94.1		98.8	96.7	97.4	81.4	234

NUMBER TESTED IN GRADES 3-6													
2009	53	42	100	87	12	12	37	0	93	126	219	37,628	
2010	58	37	103	98	10	7	20	0	85	141	226	34,531	
2011	56	27	113	97	11	13	34	0	83	151	234	31,741	

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	0	0	960	55
	2010	0	0	0	0	*	*	0		0	0	0	1,039	60
	2011	0	*	0	0	*	0	0		0	0	0	1,214	64
4	2009	0	0	0	1	*	*	0		1	0	1	2,449	55
	2010	1	1	0	1	*	*	*		2	0	2	1,640	55
	2011	0	0	1	1	*	*	*		0	1	1	1,506	58
5	2009	0	0	0	0	*	*	0		0	0	0	1,793	55
	2010	0	0	0	0	*		*		0	0	0	1,427	56
	2011	0	0	0	0	*	*	0		0	0	0	919	56
6	2009	0	0	0	0	*		0		0	0	0	1,295	54
	2010	1	0	1	2	*		1		0	2	2	2,123	55
	2011	1	1	1	2	*		*		1	4	5	2,258	56
3-6	2009	0	0	0	1	0	0	0		1	0	1	6,497	219
	2010	2	1	1	3	0	0	1		2	2	4	6,229	226
	2011	1	1	2	3	6	1	2		1	5	6	5,897	234

NUMBER TESTED IN GRADES 3-6													
2009	53	42	100	87	12	12	37	0	93	126	219	37,628	
2010	58	37	103	98	10	7	20	0	85	141	226	34,531	
2011	56	27	113	97	11	13	34	0	83	151	234	31,741	

**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	92.4	94.0	95.5	96.8
	2010	94.4	95.2	90.6	89.4
	2011	93.0	92.6	94.8	90.6
4	2009	91.6	90.2	84.9	86.9
	2010	89.7	90.5	90.9	85.6
	2011	93.4	95.5	89.4	92.2
5	2009	90.5	93.6	91.8	88.1
	2010	91.2	94.0	88.6	91.3
	2011	92.9	91.7	92.9	89.7
6	2009	95.4	90.5	92.1	91.7
	2010	91.3	91.6	89.5	89.0
	2011	93.3	92.0	88.6	88.2
3-6	2009	92.5	92.1	91.1	90.9
	2010	91.7	92.9	89.9	88.9
	2011	93.1	93.0	91.5	90.2

**PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009	80.0	71.4	67.9	68.4	*	33.3	30.8		72.2	75.7	74.5	34.1	55
	2010	90.9	72.7	47.4	50.0	*	*	37.5		84.2	68.3	73.3	37.1	60
	2011	89.5	*	63.3	66.7	*	71.4	50.0		72.7	71.4	71.9	33.6	64
4	2009	40.0	11.1	29.6	24.1	*	*	0.0		34.6	34.5	34.5	18.4	55
	2010	61.5	16.7	32.3	25.0	*	*	*		52.9	34.2	40.0	19.4	55
	2011	84.2	55.6	50.0	46.7	*	*	*		83.3	65.0	70.7	27.7	58
5	2009	80.0	38.5	52.2	52.4	*	*	25.0		54.5	54.5	54.5	18.5	55
	2010	72.7	57.1	51.7	46.7	*		*		53.8	60.0	57.1	23.6	56
	2011	60.0	0.0	57.6	60.0	*	*	40.0		66.7	52.6	57.1	28.1	56
6	2009	92.3	84.6	72.7	77.8	*		50.0		74.1	92.6	83.3	30.2	54
	2010	75.0	38.5	62.5	53.8	*		0.0		43.5	71.9	60.0	22.1	55
	2011	87.5	71.4	66.7	56.7	*		*		76.0	61.3	67.9	26.0	56
3-6	2009	75.5	52.4	55.0	51.7	33.3	25.0	27.0		58.1	64.3	61.6	24.6	219
	2010	77.6	48.6	47.6	43.9	40.0	14.3	20.0		57.6	58.2	58.0	25.0	226
	2011	82.1	48.1	60.2	58.8	36.4	61.5	41.2		74.7	62.9	67.1	28.5	234

NUMBER TESTED IN GRADES 3-6													
2009	53	42	100	87	12	12	37	0	93	126	219	37,628	
2010	58	37	103	98	10	7	20	0	85	141	226	34,531	
2011	56	27	113	97	11	13	34	0	83	151	234	31,741	

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	96.4	100.0	*	100.0	92.3		100.0	97.3	98.2	77.3	55
	2010	100.0	100.0	94.7	94.4	*	*	87.5		100.0	97.6	98.3	78.2	60
	2011	100.0	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	80.7	64
4	2009	100.0	100.0	96.3	96.6	*	*	83.3		100.0	96.6	98.2	79.4	55
	2010	92.3	66.7	87.1	91.7	*	*	*		94.1	84.2	87.3	81.8	55
	2011	100.0	100.0	95.0	93.3	*	*	*		100.0	97.5	98.3	82.6	58
5	2009	100.0	100.0	95.7	100.0	*	*	90.9		100.0	96.9	98.1	87.0	54
	2010	100.0	100.0	100.0	100.0	*		*		100.0	100.0	100.0	87.7	55
	2011	100.0	66.7	100.0	96.0	*	*	90.0		94.4	97.4	96.4	88.7	56
6	2009	100.0	100.0	100.0	100.0	*		100.0		100.0	100.0	100.0	73.3	54
	2010	83.3	100.0	100.0	96.2	*		85.7		95.7	96.8	96.3	72.7	54
	2011	100.0	100.0	100.0	100.0	*		*		100.0	100.0	100.0	74.5	55
3-6	2009	100.0	100.0	97.0	98.9	81.8	100.0	91.7		100.0	97.6	98.6	79.3	218
	2010	94.8	94.4	95.1	95.9	100.0	100.0	83.3		97.6	94.2	95.5	80.2	224
	2011	100.0	92.6	99.1	97.9	100.0	100.0	93.9		98.8	98.7	98.7	81.9	233

NUMBER TESTED IN GRADES 3-6													
2009	53	41	100	87	11	12	36	0	93	125	218	43,106	
2010	58	36	102	98	8	7	18	0	85	139	224	44,633	
2011	56	27	112	97	10	13	33	0	83	150	233	45,226	

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	0	1	0	*	0	1		0	1	1	2,781	55
	2010	0	0	1	1	*	*	1		0	1	1	2,739	60
	2011	0	*	0	0	*	0	0		0	0	0	2,370	64
4	2009	0	0	1	1	*	*	1		0	1	1	2,196	55
	2010	1	2	4	2	*	*	*		1	6	7	2,101	55
	2011	0	0	1	1	*	*	*		0	1	1	2,100	58
5	2009	0	0	1	0	*	*	1		0	1	1	1,386	54
	2010	0	0	0	0	*		*		0	0	0	1,314	55
	2011	0	2	0	1	*	*	1		1	1	2	1,274	56
6	2009	0	0	0	0	*		0		0	0	0	2,552	54
	2010	2	0	0	1	*		1		1	1	2	2,673	54
	2011	0	0	0	0	*		*		0	0	0	2,444	55
3-6	2009	0	0	3	1	2	0	3		0	3	3	8,915	218
	2010	3	2	5	4	0	0	3		2	8	10	8,827	224
	2011	0	2	1	2	0	0	2		1	2	3	8,188	233

NUMBER TESTED IN GRADES 3-6													
2009	53	41	100	87	11	12	36	0	93	125	218	43,106	
2010	58	36	102	98	8	7	18	0	85	139	224	44,633	
2011	56	27	112	97	10	13	33	0	83	150	233	45,226	

**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	89.1	91.2	92.1	88.8	95.9	85.2
	2010	93.0	89.4	90.6	90.6	92.9	84.4
	2011	94.7	88.8	89.8	88.0	93.0	86.7
4	2009	93.7	87.0	85.2	88.5	91.8	88.9
	2010	85.8	81.3	77.6	76.4	87.3	82.0
	2011	92.2	88.2	85.3	83.0	88.8	88.6
5	2009	88.6	86.2	88.1	88.9	90.3	90.5
	2010	85.8	89.6	89.4	89.9	85.9	89.3
	2011	84.7	85.7	89.3	87.2	87.5	86.2
6	2009	86.7	89.7	94.7	85.9	92.0	91.6
	2010	85.9	86.2	90.5	81.9	90.4	88.3
	2011	88.0	91.9	92.5	89.8	91.5	91.7
3-6	2009	89.5	88.6	90.0	88.0	92.5	89.0
	2010	87.8	86.7	87.1	84.8	89.2	86.0
	2011	90.1	88.6	89.2	87.0	90.3	88.2



**PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009	73.3	28.6	50.0	52.6	*	33.3	30.8		66.7	54.1	58.2	29.0	55
	2010	68.2	45.5	26.3	27.8	*	*	12.5		68.4	41.5	50.0	21.3	60
	2011	63.2	*	30.0	48.1	*	42.9	21.4		54.5	47.6	50.0	24.4	64
4	2009	50.0	33.3	51.9	51.7	*	*	33.3		61.5	44.8	52.7	31.6	55
	2010	38.5	16.7	32.3	33.3	*	*	*		41.2	31.6	34.5	29.1	55
	2011	52.6	33.3	35.0	46.7	*	*	*		44.4	47.5	46.6	31.3	58
5	2009	66.7	41.7	60.9	57.1	*	*	36.4		68.2	46.9	55.6	38.4	54
	2010	36.4	42.9	53.6	43.3	*		*		57.7	44.8	50.9	34.5	55
	2011	50.0	16.7	48.5	48.0	*	*	30.0		66.7	42.1	50.0	32.5	56
6	2009	84.6	69.2	59.1	61.1	*		33.3		74.1	66.7	70.4	29.0	54
	2010	58.3	25.0	66.7	53.8	*		14.3		60.9	48.4	53.7	22.4	54
	2011	50.0	42.9	58.6	53.3	*		*		64.0	56.7	60.0	24.5	55
3-6	2009	69.8	46.3	55.0	55.2	45.5	41.7	33.3		67.7	52.8	59.2	32.0	218
	2010	53.4	33.3	45.1	40.8	37.5	28.6	16.7		57.6	41.0	47.3	26.7	224
	2011	55.4	33.3	43.8	49.5	60.0	38.5	24.2		57.8	48.0	51.5	28.3	233

NUMBER TESTED IN GRADES 3-6													
2009	53	41	100	87	11	12	36	0	93	125	218	43,106	
2010	58	36	102	98	8	7	18	0	85	139	224	44,633	
2011	56	27	112	97	10	13	33	0	83	150	233	45,226	

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	100.0	100.0	100.0	*	*	100.0		96.2	100.0	98.2	87.4	55
	2010	100.0	83.3	100.0	95.8	*	*	*		94.1	100.0	98.1	89.8	54
	2011	100.0	100.0	90.0	86.7	*	*	*		100.0	94.9	96.5	86.9	57

NUMBER TESTED IN GRADE 4													
2009	10	9	27	29	3	5	6	0	26	29	55	10,032	
2010	13	6	30	24	2	2	1	0	17	37	54	7,294	
2011	18	9	20	15	3	4	5	0	18	39	57	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	0	0	0	*	*	0		1	0	1	1,264	55
	2010	0	1	0	1	*	*	*		1	0	1	744	54
	2011	0	0	2	2	*	*	*		0	2	2	908	57

NUMBER TESTED IN GRADE 4													
2009	10	9	27	29	3	5	6	0	26	29	55	10,032	
2010	13	6	30	24	2	2	1	0	17	37	54	7,294	
2011	18	9	20	15	3	4	5	0	18	39	57	6,935	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions <sup>1</sup>	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2009	2.4	96.8	90.7	93.6	91.6
	2010	2.8	87.5	88.2	90.0	88.7
	2011	2.6	93.4	90.1	95.0	90.8

<sup>1</sup>Average 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	50.0	33.3	29.6	41.4	*	*	0.0		30.8	44.8	38.2	21.0	55
	2010	53.8	33.3	53.3	58.3	*	*	*		47.1	59.5	55.6	23.8	54
	2011	61.1	66.7	35.0	46.7	*	*	*		72.2	51.3	57.9	22.4	57

NUMBER TESTED IN GRADE 4													
2009	10	9	27	29	3	5	6	0	26	29	55	10,032	
2010	13	6	30	24	2	2	1	0	17	37	54	7,294	
2011	18	9	20	15	3	4	5	0	18	39	57	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	100.0	92.3	95.7	100.0	*	*	83.3		100.0	93.8	96.3	75.9	54
	2010	100.0	85.7	93.1	100.0	*		*		100.0	90.0	94.6	81.4	56
	2011	90.0	83.3	100.0	100.0	*	*	90.0		100.0	94.7	96.4	80.9	56

NUMBER TESTED IN GRADE 5													
2009	14	13	23	21	4	1	12	0	22	32	54	10,550	
2010	11	7	29	30	2	0	3	0	26	30	56	10,576	
2011	10	6	33	25	1	2	10	0	18	38	56	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	0	1	1	0	*	*	2		0	2	2	2,542	54
	2010	0	1	2	0	*		*		0	3	3	1,965	56
	2011	1	1	0	0	*	*	1		0	2	2	1,942	56

NUMBER TESTED IN GRADE 5													
2009	14	13	23	21	4	1	12	0	22	32	54	10,550	
2010	11	7	29	30	2	0	3	0	26	30	56	10,576	
2011	10	6	33	25	1	2	10	0	18	38	56	10,176	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	95.7	94.0	88.3	76.1
	2010	94.4	93.7	89.7	86.1
	2011	94.6	91.1	92.5	90.3



**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	57.1	38.5	34.8	28.6	*	*	16.7		40.9	43.8	42.6	29.1	54
	2010	72.7	57.1	44.8	53.3	*		*		65.4	50.0	57.1	32.8	56
	2011	60.0	16.7	75.8	72.0	*	*	30.0		72.2	68.4	69.6	34.0	56

NUMBER TESTED IN GRADES 5													
2009	14	13	23	21	4	1	12	0	22	32	54	10,550	
2010	11	7	29	30	2	0	3	0	26	30	56	10,576	
2011	10	6	33	25	1	2	10	0	18	38	56	10,176	

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		96.7	96.7	61.2	30
	2011	*	100.0	100.0	63.3	32
1	2009	*	91.8	88.7	54.2	53
	2010	81.8	93.8	91.5	55.2	59
	2011	62.5	94.6	90.6	58.1	64
2	2009	36.4	97.7	85.5	47.9	55
	2010	73.3	98.0	92.3	48.6	65
	2011	64.7	100.0	90.5	50.7	63
5	2009					0
	2010					0
	2011	75.0	91.1	87.7	36.2	57
1-5	2009	40.0	94.6	87.0	51.0	108
	2010	76.9	95.9	91.9	51.9	124
	2011	67.6	95.2	89.7	47.2	184

Number Tested	2009	15	93	108	15,925	
	2010	26	128	154	20,252	
	2011	42	174	216	29,763	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009	*	100.0	100.0	52.8	28
	2010		96.7	96.7	51.2	30
	2011	*	100.0	96.9	56.8	32
1	2009	*	91.8	92.5	50.4	53
	2010	70.0	91.7	87.9	48.8	58
	2011	100.0	96.4	96.8	53.1	63
2	2009	54.5	100.0	90.9	53.2	55
	2010	73.3	100.0	93.8	54.6	65
	2011	70.6	97.8	90.5	56.8	63
5	2009					0
	2010					0
	2011	58.3	97.8	89.5	44.8	57
K-5	2009	72.2	96.6	93.4	52.3	136
	2010	72.0	96.1	92.2	51.5	153
	2011	73.8	97.7	93.0	53.3	215

Number Tested	2009	18	118	136	30,563	
	2010	25	128	153	40,163	
	2011	42	173	215	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	94.7	*	100.0	100.0					100.0	94.7	96.7	61.2	30
	2011	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	63.3	32
1	2009	88.9	100.0	80.0	86.4	*	*	*		94.7	85.3	88.7	54.2	53
	2010	94.7	80.0	88.9	85.0	*	100.0	81.8		84.6	97.0	91.5	55.2	59
	2011	95.5	*	80.0	85.0	*	*	62.5		90.0	91.2	90.6	58.1	64
2	2009	95.2	90.9	64.7	84.6	*	*	36.4		100.0	78.9	85.5	47.9	55
	2010	95.0	100.0	86.2	93.3	*	100.0	73.3		91.3	92.9	92.3	48.6	65
	2011	100.0	75.0	80.0	78.9	*	66.7	64.7		88.0	92.1	90.5	50.7	63
1-2	2009	92.3	95.2	73.0	85.7	*	66.7	40.0		97.2	81.9	87.0	51.0	108
	2010	94.9	89.5	87.2	90.0	*	100.0	76.9		87.8	94.7	91.9	51.9	124
	2011	97.6	84.6	80.0	82.1	*	75.0	64.0		89.1	91.7	90.6	54.4	127
5	2009													0
	2010													0
	2011	90.9	66.7	87.9	80.0	*	*	75.0		94.7	84.2	87.7	36.2	57
1-5	2009	92.3	95.2	73.0	85.7	*	66.7	40.0		97.2	81.9	87.0	51.0	108
	2010	94.9	89.5	87.2	90.0	*	100.0	76.9		87.8	94.7	91.9	51.9	124
	2011	96.2	78.9	83.3	81.3	*	70.0	67.6		90.5	89.1	89.7	47.2	184

Number Tested	2009	39	21	37	35	4	6	15	0	36	72	108	14,637
	2010	39	19	47	50	5	14	26	0	49	75	124	13,990
	2011	52	19	78	64	5	10	37	0	74	110	184	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	15	*	3	7					8	13	21	1,717	30
	2011	10	*	6	10		*	*		11	15	26	2,106	32
1	2009	16	7	12	14	*	*	*		14	25	39	1,659	53
	2010	15	4	6	9	*	3	3		14	20	34	1,729	59
	2011	17	*	15	14	*	*	4		21	25	46	1,963	64
2	2009	17	4	4	2	*	*	0		11	19	30	1,027	55
	2010	18	5	10	14	*	4	5		12	26	38	954	65
	2011	12	1	3	5	*	1	3		9	16	25	1,020	63
1-2	2009	33	11	16	16	*	2	2		25	44	69	2,688	108
	2010	33	9	16	23	*	7	8		26	46	72	2,683	124
	2011	29	6	18	19	*	3	7		30	41	71	2,983	127
5	2009													0
	2010													0
	2011	7	0	11	7	*	*	1		7	16	23	701	57
1-5	2009	33	11	16	16	*	2	2		25	44	69	2,688	108
	2010	33	9	16	23	*	7	8		26	46	72	2,683	124
	2011	36	6	29	26	*	4	8		37	57	94	3,694	184

Number Tested	2009	39	21	37	35	4	6	15	0	36	72	108	14,637
	2010	39	19	47	50	5	14	26	0	49	75	124	13,990
	2011	52	19	78	64	5	10	37	0	74	110	184	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	100.0	*	100.0	100.0	*	*	*		100.0	100.0	100.0	52.8	28
	2010	100.0	*	83.3	90.9					90.9	100.0	96.7	51.2	30
	2011	100.0	*	88.9	92.3		*	*		92.9	100.0	96.9	56.8	32
1	2009	100.0	100.0	80.0	90.9	*	*	*		94.7	91.2	92.5	50.4	53
	2010	84.2	80.0	88.2	94.7	*	100.0	70.0		84.0	90.9	87.9	48.8	58
	2011	90.5	*	100.0	100.0	*	*	100.0		100.0	93.9	96.8	53.1	63
2	2009	95.2	100.0	76.5	84.6	*	*	54.5		100.0	86.8	90.9	53.2	55
	2010	100.0	100.0	86.2	93.3	*	100.0	73.3		95.7	92.9	93.8	54.6	65
	2011	89.5	100.0	85.0	89.5	*	83.3	70.6		92.0	89.5	90.5	56.8	63
K-2	2009	98.0	100.0	81.8	90.5	100.0	75.0	72.2		97.8	91.1	93.4	52.3	136
	2010	94.8	90.5	86.5	93.3	*	100.0	72.0		89.8	93.6	92.2	51.5	153
	2011	92.5	100.0	92.6	94.2	*	81.8	80.0		95.7	93.3	94.3	55.6	158
5	2009													0
	2010													0
	2011	90.9	66.7	90.9	92.0	*	*	58.3		89.5	89.5	89.5	44.8	57
K-5	2009	98.0	100.0	81.8	90.5	100.0	75.0	72.2		97.8	91.1	93.4	52.3	136
	2010	94.8	90.5	86.5	93.3	*	100.0	72.0		89.8	93.6	92.2	51.5	153
	2011	92.2	90.9	92.0	93.5	*	84.6	73.8		94.3	92.1	93.0	53.3	215

Number Tested	2009	49	26	44	42	7	8	18	0	46	90	136	30,563
	2010	58	21	52	60	5	14	25	0	59	94	153	40,163
	2011	64	22	87	77	5	13	42	0	88	127	215	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	8	*	4	5	*	*	*		8	13	21	2,455	28
	2010	12	*	1	4					8	9	17	2,358	30
	2011	11	*	7	9		*	*		10	16	26	2,815	32
1	2009	12	3	7	9	*	*	*		11	16	27	1,577	53
	2010	15	5	6	10	*	1	1		17	18	35	2,266	58
	2011	16	*	13	12	*	*	4		20	18	38	2,716	63
2	2009	16	6	6	5	*	*	0		14	20	34	1,686	55
	2010	15	4	15	16	*	5	5		17	22	39	2,484	65
	2011	14	2	11	9	*	2	4		17	21	38	2,746	63
K-2	2009	36	13	17	19	4	2	2		33	49	82	5,718	136
	2010	42	11	22	30	*	6	6		42	49	91	7,108	153
	2011	41	9	31	30	*	6	12		47	55	102	8,277	158
5	2009													0
	2010													0
	2011	6	0	16	13	*	*	4		11	17	28	1,395	57
K-5	2009	36	13	17	19	4	2	2		33	49	82	5,718	136
	2010	42	11	22	30	*	6	6		42	49	91	7,108	153
	2011	47	9	47	43	*	8	16		58	72	130	9,696	215

Number Tested	2009	49	26	44	42	7	8	18	0	46	90	136	30,563
	2010	58	21	52	60	5	14	25	0	59	94	153	40,163
	2011	64	22	87	77	5	13	42	0	88	127	215	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	94.4	100.0	80.0	86.4	*	*	*		94.7	88.2	90.6	66.0	53
	2010	89.5	100.0	94.4	95.0	*	100.0	81.8		92.3	93.9	93.2	63.5	59
	2011	95.2	*	88.0	90.0	*	*	75.0		93.3	90.9	92.1	66.7	63
2	2009	85.7	81.8	52.9	61.5	*	*	27.3		88.2	71.1	76.4	60.9	55
	2010	85.0	77.8	89.7	86.7	*	100.0	80.0		91.3	85.7	87.7	61.4	65
	2011	89.5	87.5	85.0	84.2	*	66.7	64.7		88.0	84.2	85.7	62.0	63
1-2	2009	89.7	90.5	67.6	77.1	*	33.3	33.3		91.7	79.2	83.3	63.5	108
	2010	87.2	89.5	91.5	90.0	*	100.0	80.8		91.8	89.3	90.3	62.5	124
	2011	92.5	92.3	86.7	87.2	*	75.0	68.0		90.9	87.3	88.9	64.4	126
5	2009													0
	2010													0
	2011	81.8	33.3	90.9	88.0	*	*	66.7		84.2	81.6	82.5	48.6	57
1-5	2009	89.7	90.5	67.6	77.1	*	33.3	33.3		91.7	79.2	83.3	63.5	108
	2010	87.2	89.5	91.5	90.0	*	100.0	80.8		91.8	89.3	90.3	62.5	124
	2011	90.2	73.7	88.5	87.5	*	80.0	67.6		89.2	85.3	86.9	59.7	183

Number Tested	2009	39	21	37	35	4	6	15	0	36	72	108	27,480
	2010	39	19	47	50	5	14	26	0	49	75	124	26,937
	2011	51	19	78	64	5	10	37	0	74	109	183	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	11	4	8	9	*	*	*		12	15	27	4,597	53
	2010	13	5	11	14	*	5	6		21	16	37	4,129	59
	2011	15	*	16	12	*	*	5		22	16	38	4,427	63
2	2009	7	5	7	4	*	*	1		8	16	24	3,822	55
	2010	13	4	7	11	*	3	3		13	17	30	3,776	65
	2011	10	2	12	12	*	4	6		17	19	36	3,810	63
1-2	2009	18	9	15	13	*	2	2		20	31	51	8,419	108
	2010	26	9	18	25	*	8	9		34	33	67	7,905	124
	2011	25	5	28	24	*	6	11		39	35	74	8,237	126
5	2009													0
	2010													0
	2011	3	0	17	15	*	*	5		8	17	25	1,416	57
1-5	2009	18	9	15	13	*	2	2		20	31	51	8,419	108
	2010	26	9	18	25	*	8	9		34	33	67	7,905	124
	2011	28	5	45	39	*	8	16		47	52	99	9,660	183

Number Tested	2009	39	21	37	35	4	6	15	0	36	72	108	27,480
	2010	39	19	47	50	5	14	26	0	49	75	124	26,937
	2011	51	19	78	64	5	10	37	0	74	109	183	38,176




**PERFORMANCE IN 2011**

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
3 (7)	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	7	100.0	7	100.0	6	85.7	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	1	14.3	7	100.0	7	100.0
ALL (24)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	4	16.7	4	16.7	6	25.0	3	12.5	3	12.5
	Advanced	14	58.3	14	58.3	9	37.5	4	16.7	5	20.8
	Advanced High	6	25.0	6	25.0	9	37.5	17	70.8	16	66.7

**PROGRESSION FROM  
2010 TO 2011**

Number Rated Both Years N (%) Progressed	2011 Level	2010 Level			
		Beg	Int	Adv	Adv High
7 <b>7 (100.0%)</b>	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	7	
19 <b>16 (84.2%)</b>	Beginning	0			
	Intermediate	1	0		
	Advanced	0	1	3	
	Advanced High	0	0	14	

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