

DATA PACKET

for 2011-12 planning



Dallas
Independent
School
District

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

<https://mydata.dallasisd.org>

OIR@dallasisd.org

School Number 160

SAM HOUSTON

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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	43
KN	49
1	47
2	47
3	40
4	28
5	30
ALL	284

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	11	3.9	3	12.5
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	2	0.7	*	*
Hispanic	267	94.0	12	50.0
White	4	1.4	9	37.5
Multiple	0	0.0	0	0.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	227	79.9
Economically disadvantaged	267	94.0
Limited English proficient (LEP)	204	71.8
Special education	32	11.3
Talented and Gifted (TAG)	40	14.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2009	44	1	2.3	0	0.0	0	0.0	43	97.7	0	0.0	—	—
	2010	42	1	2.4	0	0.0	0	0.0	41	97.6	0	0.0	—	—
	2011	43	4	9.3	0	0.0	0	0.0	38	88.4	1	2.3	0	0.0
KN	2009	51	2	3.9	0	0.0	0	0.0	49	96.1	0	0.0	—	—
	2010	51	1	2.0	0	0.0	0	0.0	47	92.2	3	5.9	—	—
	2011	49	1	2.0	0	0.0	1	2.0	47	95.9	0	0.0	0	0.0
1	2009	52	2	3.8	0	0.0	0	0.0	49	94.2	1	1.9	—	—
	2010	46	2	4.3	0	0.0	0	0.0	44	95.7	0	0.0	—	—
	2011	47	2	4.3	0	0.0	0	0.0	43	91.5	2	4.3	0	0.0
2	2009	39	0	0.0	0	0.0	0	0.0	39	100.0	0	0.0	—	—
	2010	45	1	2.2	0	0.0	0	0.0	44	97.8	0	0.0	—	—
	2011	47	0	0.0	0	0.0	0	0.0	46	97.9	1	2.1	0	0.0
3	2009	28	1	3.6	1	3.6	1	3.6	25	89.3	0	0.0	—	—
	2010	31	1	3.2	0	0.0	0	0.0	29	93.5	1	3.2	—	—
	2011	40	3	7.5	0	0.0	0	0.0	37	92.5	0	0.0	0	0.0
4	2009	31	2	6.5	0	0.0	0	0.0	29	93.5	0	0.0	—	—
	2010	31	1	3.2	0	0.0	1	3.2	29	93.5	0	0.0	—	—
	2011	28	1	3.6	0	0.0	0	0.0	27	96.4	0	0.0	0	0.0
5	2009	29	1	3.4	0	0.0	1	3.4	27	93.1	0	0.0	—	—
	2010	26	3	11.5	0	0.0	0	0.0	23	88.5	0	0.0	—	—
	2011	30	0	0.0	0	0.0	1	3.3	29	96.7	0	0.0	0	0.0
PK-5	2009	276	9	3.3	1	0.4	2	0.7	262	94.9	2	0.7	—	—
	2010	272	10	3.7	0	0.0	1	0.4	257	94.5	4	1.5	—	—
	2011	284	11	3.9	0	0.0	2	0.7	267	94.0	4	1.4	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	44	42	95.5	37	84.1	1	2.3	33	75.0	0	0.0	44	100.0	0.0
	2010	42	40	95.2	36	85.7	0	0.0	36	85.7	0	0.0	42	100.0	0.0
	2011	43	39	90.7	32	74.4	0	0.0	33	76.7	0	0.0	43	100.0	0.0
KN	2009	51	48	94.1	43	84.3	1	2.0	47	92.2	1	2.0	19	37.3	3.9
	2010	51	48	94.1	37	72.5	1	2.0	40	78.4	5	9.8	14	27.5	2.0
	2011	49	49	100.0	39	79.6	2	4.1	40	81.6	3	6.1	15	30.6	2.0
1	2009	52	52	100.0	40	76.9	5	9.6	48	92.3	2	3.8	3	5.8	11.5
	2010	46	44	95.7	40	87.0	6	13.0	40	87.0	4	8.7	5	10.9	8.7
	2011	47	45	95.7	30	63.8	6	12.8	33	70.2	5	10.6	3	6.4	2.1
2	2009	39	39	100.0	26	66.7	2	5.1	34	87.2	2	5.1	3	7.7	20.5
	2010	45	44	97.8	37	82.2	3	6.7	38	84.4	4	8.9	2	4.4	4.4
	2011	47	42	89.4	37	78.7	5	10.6	43	91.5	5	10.6	7	14.9	12.8
3	2009	28	28	100.0	18	64.3	7	25.0	20	71.4	5	17.9	3	10.7	7.1
	2010	31	29	93.5	20	64.5	5	16.1	25	80.6	5	16.1	3	9.7	0.0
	2011	40	40	100.0	29	72.5	6	15.0	35	87.5	9	22.5	4	10.0	0.0
4	2009	31	31	100.0	20	64.5	5	16.1	24	77.4	7	22.6	2	6.5	6.5
	2010	31	30	96.8	19	61.3	8	25.8	20	64.5	9	29.0	3	9.7	0.0
	2011	28	27	96.4	18	64.3	5	17.9	21	75.0	9	32.1	1	3.6	0.0
5	2009	29	29	100.0	12	41.4	7	24.1	15	51.7	4	13.8	4	13.8	0.0
	2010	26	26	100.0	9	34.6	6	23.1	14	53.8	11	42.3	1	3.8	3.8
	2011	30	25	83.3	19	63.3	8	26.7	22	73.3	9	30.0	3	10.0	0.0
PK-5	2009	276	270	97.8	196	71.0	30	10.9	221	80.1	21	7.6	79	28.6	7.6
	2010	272	261	96.0	198	72.8	29	10.7	213	78.3	38	14.0	70	25.7	2.9
	2011	284	267	94.0	204	71.8	32	11.3	227	79.9	40	14.1	76	26.8	2.8

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	52.9	13,515.0	51.0	96.5	12,939.1	95.7	10	18.9	22.3	49	11,501	92.7	85.1
	2010	50.7	13,234.2	48.8	96.2	12,616.4	95.3	6	11.8	21.7	47	11,233	92.7	84.9
	2011	46.8	13,210.6	45.6	97.5	12,645.0	95.7	6	12.8	21.5	46	11,602	98.3	87.8
1	2009	53.5	14,250.8	51.9	96.9	13,719.9	96.3	7	13.1	20.5	48	12,300	89.7	86.3
	2010	43.8	13,848.4	42.4	96.8	13,286.3	95.9	12	27.4	20.3	38	11,978	86.7	86.5
	2011	46.5	13,458.2	45.5	97.7	12,967.0	96.4	9	19.3	19.0	42	12,047	90.3	89.5
2	2009	38.8	13,950.1	38.2	98.6	13,499.0	96.8	6	15.5	18.5	36	12,231	92.9	87.7
	2010	42.7	13,440.8	41.6	97.4	12,947.4	96.3	5	11.7	19.2	39	11,794	91.3	87.7
	2011	44.0	13,012.8	42.8	97.3	12,592.7	96.8	7	15.9	17.1	43	11,853	97.7	91.1
3	2009	28.1	13,095.5	27.4	97.4	12,710.6	97.1	6	21.3	18.2	26	11,634	92.5	88.8
	2010	29.9	13,291.1	29.4	98.5	12,853.9	96.7	6	20.1	17.8	28	11,815	93.8	88.9
	2011	38.5	12,619.0	37.9	98.4	12,254.0	97.1	7	18.2	16.7	37	11,604	96.0	92.0
4	2009	30.9	12,156.4	30.1	97.6	11,789.9	97.0	7	22.7	17.9	30	10,731	97.2	88.3
	2010	28.9	12,299.7	28.0	97.1	11,900.0	96.8	7	24.2	17.3	27	10,987	93.5	89.3
	2011	26.5	12,506.4	26.2	98.9	12,149.9	97.1	2	7.6	15.7	27	11,544	100.0	92.3
5	2009	29.5	11,903.5	29.0	98.4	11,552.9	97.1	10	33.9	17.3	26	10,563	88.2	88.7
	2010	25.3	11,687.8	24.7	97.8	11,310.1	96.8	2	7.9	17.1	25	10,453	98.8	89.4
	2011	29.4	11,742.5	29.0	98.4	11,419.3	97.2	0	0.0	8.3	29	10,892	98.5	92.8
KN-5	2009	255.0	83,476.5	248.2	97.3	80,586.5	96.5	100	39.2	30.6	250	76,517	98.0	91.7
	2010	221.3	77,802.0	215.0	97.2	74,914.0	96.3	38	17.2	18.9	204	68,260	92.2	87.7
	2011	231.8	76,549.5	227.0	97.9	74,027.9	96.7	31	13.4	16.6	224	69,542	96.6	90.8

Teachers: 24

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	12.5
Hispanic	12	50.0
White	9	37.5
Multiple categories	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	19	79.2
Male	5	20.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	6.2	NA
2009-10	7.8	NA
2010-11	9.1	87.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	3	12.5
2	2	8.3
3	2	8.3
4	2	8.3
5	1	4.2
1-3	7	29.2
More than 3	17	70.8
1 - 5	10	41.7
6 - 10	5	20.8
11 - 20	7	29.2
More than 20	2	8.3

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			85.7	87.5			*		83.3	*	87.5	87.3	8
	2010	*	*	100.0	100.0		*	100.0		100.0	*	100.0	85.4	11
	2011		*	100.0	100.0	*	*	100.0		100.0	100.0	100.0	82.0	14
4	2009		*	87.0	88.0		87.5	83.3		86.7	90.0	88.0	75.8	25
	2010			100.0	100.0			*		*	*	100.0	77.9	7
	2011		*	88.9	88.9	*	*	*		*	83.3	90.0	78.6	10
5	2009			75.0	76.2		50.0	55.6		66.7	88.9	76.2	82.9	21
	2010		*	100.0	100.0		*	100.0		100.0	100.0	100.0	86.1	19
	2011			100.0	100.0	*	*	100.0		100.0	100.0	100.0	89.0	15
3-5	2009		*	82.0	83.3		75.0	72.4		78.8	90.5	83.3	81.5	54
	2010	*	*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	83.4	37
	2011		*	97.1	97.1	83.3	100.0	95.2		100.0	95.0	97.4	83.6	39

	NUMBER TESTED IN GRADES 3-5											
2009	0	2	50	54	0	24	29	0	33	21	54	28,126
2010	1	4	31	35	0	6	16	0	23	14	37	24,751
2011	0	3	35	34	6	11	21	0	19	20	39	22,181

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009			1	1			*		1	*	1	960	8
	2010	*	*	0	0		*	0		0	*	0	1,039	11
	2011		*	0	0	*	*	0		0	0	0	1,214	14
4	2009		*	3	3		2	3		2	1	3	2,449	25
	2010			0	0			*		*	*	0	1,640	7
	2011		*	1	1	*	*	*		*	1	1	1,506	10
5	2009			5	5		4	4		4	1	5	1,793	21
	2010		*	0	0		*	0		0	0	0	1,427	19
	2011			0	0	*	*	0		0	0	0	919	15
3-5	2009		*	9	9		6	8		7	2	9	5,202	54
	2010	*	*	0	0		0	0		0	0	0	4,106	37
	2011		*	1	1	1	0	1		0	1	1	3,639	39

	NUMBER TESTED IN GRADES 3-5											
2009	0	2	50	54	0	24	29	0	33	21	54	28,126
2010	1	4	31	35	0	6	16	0	23	14	37	24,751
2011	0	3	35	34	6	11	21	0	19	20	39	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	83.3	85.7	89.6	89.1
	2010	92.1	92.2	87.9	90.9
	2011	84.8	81.6	90.5	72.3
4	2009	91.5	81.5	78.9	89.6
	2010	91.4	89.3	100.0	85.7
	2011	86.7	82.5	82.9	84.0
5	2009	73.6	72.6	78.6	70.3
	2010	91.9	93.4	88.8	89.1
	2011	94.9	88.3	91.7	87.7
3-5	2009	83.3	78.7	80.3	82.0
	2010	91.9	92.3	90.7	89.0
	2011	89.1	84.4	89.0	81.2

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			71.4	75.0			*		83.3	*	75.0	34.1	8
	2010	*	*	66.7	66.7		*	50.0		66.7	*	63.6	37.1	11
	2011		*	25.0	28.6	*	*	20.0		0.0	50.0	28.6	33.6	14
4	2009		*	30.4	32.0		31.3	27.8		40.0	20.0	32.0	18.4	25
	2010			50.0	42.9			*		*	*	42.9	19.4	7
	2011		*	44.4	44.4	*	*	*		*	50.0	40.0	27.7	10
5	2009			10.0	9.5		12.5	11.1		8.3	11.1	9.5	18.5	21
	2010		*	56.3	52.6		*	33.3		50.0	57.1	52.6	23.6	19
	2011			64.3	81.8	*	*	71.4		66.7	66.7	66.7	28.1	15
3-5	2009		*	28.0	29.6		25.0	20.7		36.4	19.0	29.6	22.7	54
	2010	*	*	58.1	54.3		33.3	43.8		52.2	57.1	54.1	26.2	37
	2011		*	45.7	50.0	16.7	36.4	38.1		36.8	55.0	46.2	29.7	39

	NUMBER TESTED IN GRADES 3-5											
2009	0	2	50	54	0	24	29	0	33	21	54	28,126
2010	1	4	31	35	0	6	16	0	23	14	37	24,751
2011	0	3	35	34	6	11	21	0	19	20	39	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			88.9	90.0		100.0	93.3		90.0	90.0	90.0	77.3	20
	2010	*	*	100.0	100.0		100.0	91.7		91.7	100.0	96.2	78.2	26
	2011		*	97.0	97.1	*	96.2	96.7		100.0	94.7	97.1	80.7	34
4	2009		*	95.7	96.0		100.0	94.4		93.3	100.0	96.0	79.4	25
	2010			85.7	85.7	*	85.7	66.7		100.0	70.0	86.4	81.8	22
	2011		*	95.7	95.7	*	93.3	94.1		90.9	100.0	95.8	82.6	24
5	2009			94.4	94.7		85.7	87.5		90.0	100.0	94.7	87.0	19
	2010		*	100.0	100.0	*	*	100.0		100.0	100.0	100.0	87.7	21
	2011			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	88.7	23
3-5	2009		*	93.2	93.8		97.2	92.7		91.4	96.6	93.8	81.0	64
	2010	*	*	95.2	95.5	*	94.1	88.0		97.4	90.3	94.2	82.3	69
	2011		*	97.4	97.4	83.3	96.3	96.8		97.4	97.6	97.5	83.9	81

	NUMBER TESTED IN GRADES 3-5											
2009	0	2	59	64	0	36	41	0	35	29	64	33,546
2010	1	4	63	66	3	34	25	0	38	31	69	34,834
2011	0	2	78	76	6	54	62	0	39	42	81	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			2	2		0	1		1	1	2	2,781	20
	2010	*	*	0	0		0	1		1	0	1	2,739	26
	2011		*	1	1	*	1	1		0	1	1	2,370	34
4	2009		*	1	1		0	1		1	0	1	2,196	25
	2010			3	3	*	2	2		0	3	3	2,101	22
	2011		*	1	1	*	1	1		1	0	1	2,100	24
5	2009			1	1		1	1		1	0	1	1,386	19
	2010		*	0	0	*	*	0		0	0	0	1,314	21
	2011			0	0	*	0	0		0	0	0	1,274	23
3-5	2009		*	4	4		1	3		3	1	4	6,363	64
	2010	*	*	3	3	*	2	3		1	3	4	6,154	69
	2011		*	2	2	1	2	2		1	1	2	5,744	81

	NUMBER TESTED IN GRADES 3-5											
2009	0	2	59	64	0	36	41	0	35	29	64	33,546
2010	1	4	63	66	3	34	25	0	38	31	69	34,834
2011	0	2	78	76	6	54	62	0	39	42	81	35,642

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2009	86.5	93.3	93.3	89.2	91.3	76.9
	2010	89.6	84.0	85.9	84.6	92.3	76.4
	2011	89.7	92.6	92.2	94.1	91.2	73.5
4	2009	93.8	85.1	84.0	86.0	93.0	88.5
	2010	84.7	87.7	81.8	78.0	77.3	82.4
	2011	95.1	92.9	91.0	88.9	88.5	88.5
5	2009	89.5	91.0	89.5	90.2	86.8	87.5
	2010	87.4	86.4	87.8	87.8	86.9	81.0
	2011	84.6	87.6	87.6	85.7	90.2	82.1
3-5	2009	90.2	89.4	88.5	88.2	90.6	84.6
	2010	87.4	85.9	85.2	83.5	85.9	79.7
	2011	89.8	91.3	90.5	90.2	90.1	80.4

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009			55.6	55.0		61.5	60.0		40.0	70.0	55.0	29.0	20
	2010	*	*	20.8	20.8		6.3	16.7		25.0	21.4	23.1	21.3	26
	2011		*	45.5	44.1	*	42.3	40.0		60.0	31.6	44.1	24.4	34
4	2009		*	52.2	52.0		62.5	61.1		60.0	40.0	52.0	31.6	25
	2010			42.9	38.1	*	42.9	50.0		41.7	40.0	40.9	29.1	22
	2011		*	52.2	52.2	*	60.0	58.8		63.6	46.2	54.2	31.3	24
5	2009			72.2	73.7		57.1	50.0		80.0	66.7	73.7	38.4	19
	2010		*	38.9	47.6	*	*	14.3		42.9	57.1	47.6	34.5	21
	2011			40.9	42.1	*	38.5	40.0		46.2	40.0	43.5	32.5	23
3-5	2009		*	59.3	59.4		61.1	58.5		60.0	58.6	59.4	32.8	64
	2010	*	*	33.3	34.8	*	20.6	24.0		36.8	35.5	36.2	27.9	69
	2011		*	46.2	46.1	0.0	46.3	45.2		56.4	38.1	46.9	29.3	81

	NUMBER TESTED IN GRADES 3-5											
2009	0	2	59	64	0	36	41	0	35	29	64	33,546
2010	1	4	63	66	3	34	25	0	38	31	69	34,834
2011	0	2	78	76	6	54	62	0	39	42	81	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		*	91.3	92.0		93.8	88.9		93.3	90.0	92.0	87.4	25
	2010			75.0	75.0	*	*	*		85.7	*	77.8	89.8	9
	2011		*	100.0	100.0	*	*	*		*	100.0	100.0	86.9	10

	NUMBER TESTED IN GRADE 4											
2009	0	2	23	25	0	16	18	0	15	10	25	10,032
2010	0	0	8	8	1	1	3	0	7	2	9	7,294
2011	0	1	9	9	1	1	4	0	4	6	10	6,935

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	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009		*	2	2		1	2		1	1	2	1,264	25
	2010			2	2	*	*	*		1	*	2	744	9
	2011		*	0	0	*	*	*		*	0	0	908	10

	NUMBER TESTED IN GRADE 4											
2009	0	2	23	25	0	16	18	0	15	10	25	10,032
2010	0	0	8	8	1	1	3	0	7	2	9	7,294
2011	0	1	9	9	1	1	4	0	4	6	10	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	2.2	92.0	90.0	96.0	94.5
	2010	2.1	88.9	88.9	84.7	93.1
	2011	2.7	95.0	87.5	97.5	90.0

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		*	34.8	32.0		25.0	22.2		40.0	20.0	32.0	21.0	25
	2010			37.5	25.0	*	*	*		42.9	*	33.3	23.8	9
	2011		*	66.7	66.7	*	*	*		*	66.7	60.0	22.4	10

	NUMBER TESTED IN GRADE 4											
2009	0	2	23	25	0	16	18	0	15	10	25	10,032
2010	0	0	8	8	1	1	3	0	7	2	9	7,294
2011	0	1	9	9	1	1	4	0	4	6	10	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			77.8	78.9		57.1	62.5		80.0	77.8	78.9	75.9	19
	2010		*	93.8	94.7		*	83.3		100.0	85.7	94.7	81.4	19
	2011			95.5	94.7	*	92.3	93.3		100.0	90.0	95.7	80.9	23

	NUMBER TESTED IN GRADE 5											
2009	0	0	18	19	0	7	8	0	10	9	19	10,550
2010	0	3	16	19	0	4	6	0	12	7	19	10,576
2011	0	0	22	19	4	13	15	0	13	10	23	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			4	4		3	3		2	2	4	2,542	19
	2010		*	1	1		*	1		0	1	1	1,965	19
	2011			1	1	*	1	1		0	1	1	1,942	23

NUMBER TESTED IN GRADE 5													
2009	0	0	18	19	0	7	8	0	10	9	19	10,550	
2010	0	3	16	19	0	4	6	0	12	7	19	10,576	
2011	0	0	22	19	4	13	15	0	13	10	23	10,176	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	92.3	85.4	81.9	73.7
	2010	92.3	94.2	88.9	81.9
	2011	89.6	84.5	93.2	88.9

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)
5	2009			38.9	36.8		14.3	12.5		30.0	44.4	36.8	29.1	19
	2010		*	50.0	57.9		*	33.3		66.7	42.9	57.9	32.8	19
	2011			45.5	42.1	*	30.8	33.3		53.8	40.0	47.8	34.0	23

	NUMBER TESTED IN GRADES 5											
2009	0	0	18	19	0	7	8	0	10	9	19	10,550
2010	0	3	16	19	0	4	6	0	12	7	19	10,576
2011	0	0	22	19	4	13	15	0	13	10	23	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	89.4	13
	2010			100.0	100.0		100.0	*		100.0	100.0	100.0	84.5	15
	2011			95.2	95.2	*	95.2	95.2		100.0	90.9	95.2	87.2	21
4	2009												72.7	0
	2010			100.0	100.0		100.0	*		100.0	100.0	100.0	84.4	14
	2011			93.3	93.3	*	92.9	92.9		85.7	100.0	93.3	85.0	15
5	2009												79.7	0
	2010												80.3	0
	2011			100.0	100.0		100.0	100.0		*	*	100.0	86.3	8
ALL	2009			100.0	100.0		100.0	100.0		*	100.0	100.0	—	13
	2010			100.0	100.0		100.0	100.0		100.0	100.0	100.0	—	29
	2011			95.5	95.5	*	95.3	95.3		95.2	95.7	95.5	—	44

NUMBER TESTED IN GRADES ALL													
2009	0	0	12	13	0	13	13	0	5	8	13	—	
2010	0	0	29	28	0	28	8	0	12	17	29	—	
2011	0	0	44	44	2	43	43	0	21	23	44	—	

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	514	13
	2010			0	0		0	*		0	0	0	863	15
	2011			1	1	*	1	1		0	1	1	710	21
4	2009												268	0
	2010			0	0		0	*		0	0	0	651	14
	2011			1	1	*	1	1		1	0	1	755	15
5	2009												86	0
	2010												120	0
	2011			0	0		0	0		*	*	0	398	8
ALL	2009			0	0		0	0		*	0	0	—	13
	2010			0	0		0	0		0	0	0	—	29
	2011			2	2	*	2	2		1	1	2	—	44

NUMBER TESTED IN GRADES ALL													
2009	0	0	12	13	0	13	13	0	5	8	13	—	
2010	0	0	29	28	0	28	8	0	12	17	29	—	
2011	0	0	44	44	2	43	43	0	21	23	44	—	

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	87.2	92.3	93.6	95.2
	2010	86.7	95.2	87.8	91.7
	2011	87.6	93.9	90.5	88.1
4	2009				
	2010	86.7	90.2	90.8	89.3
	2011	90.7	90.8	92.4	90.0
5	2009				
	2010				
	2011	78.8	87.5	84.4	80.8
ALL	2009	87.2	92.3	93.6	95.2
	2010	86.7	92.8	89.2	90.5
	2011	87.1	91.7	90.0	87.4

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009			58.3	61.5		61.5	61.5		*	75.0	61.5	30.6	13
	2010			60.0	60.0		64.3	*		33.3	77.8	60.0	39.6	15
	2011			71.4	71.4	*	71.4	71.4		80.0	63.6	71.4	43.5	21
4	2009												21.1	0
	2010			64.3	61.5		64.3	*		50.0	75.0	64.3	34.4	14
	2011			73.3	73.3	*	71.4	71.4		57.1	87.5	73.3	38.5	15
5	2009												15.3	0
	2010												21.2	0
	2011			25.0	25.0		25.0	25.0		*	*	25.0	29.0	8
ALL	2009			58.3	61.5		61.5	61.5		*	75.0	61.5	—	13
	2010			62.1	60.7		64.3	37.5		41.7	76.5	62.1	—	29
	2011			63.6	63.6	*	62.8	62.8		61.9	65.2	63.6	—	44

NUMBER TESTED IN ALL GRADES													
2009	0	0	12	13	0	13	13	0	5	8	13	—	
2010	0	0	29	28	0	28	8	0	12	17	29	—	
2011	0	0	44	44	2	43	43	0	21	23	44	—	

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	93.7	13
	2011			93.3	93.3	*	92.9	92.9		85.7	100.0	93.3	93.2	15

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	13	13	0	13	3	0	5	8	13		4,216
2011	0	0	15	15	1	14	14	0	7	8	15		5,054

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	Spec Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009												127	0
	2010			0	0		0	*		*	0	0	266	13
	2011			1	1	*	1	1		1	0	1	346	15

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	13	13	0	13	3	0	5	8	13		4,216
2011	0	0	15	15	1	14	14	0	7	8	15		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	2.4	94.2	95.2	94.2	90.4
	2011	2.2	86.7	96.7	96.7	91.7

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			38.5	38.5		38.5	*		*	50.0	38.5	30.4	13
	2011			26.7	26.7	*	21.4	21.4		0.0	50.0	26.7	27.7	15

	NUMBER TESTED IN GRADE 4											
2009	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	13	13	0	13	3	0	5	8	13	4,216
2011	0	0	15	15	1	14	14	0	7	8	15	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)
3	2009			*	*	*	*	*		*	*	*	87.7	5
	2010			*	*	*	*	*		*	*	*	81.1	4
	2011		*	*	*	*	*	*		*	*	*	81.7	3
4	2009			*	*	*	*	*		*	*	*	71.8	3
	2010			83.3	83.3	83.3	*	*		83.3		83.3	75.8	6
	2011			*	*	*	*	*		*		*	76.6	2
5	2009			*	*	*	*	*		*	*	*	80.3	3
	2010			*	*	*	*	*		*	*	*	93.9	5
	2011			*	*	*	*	*		*	*	*	95.1	3
3-5	2009			81.8	81.8	81.8	75.0	80.0		100.0	*	81.8	79.2	11
	2010			93.3	93.3	93.3	87.5	88.9		92.3	*	93.3	84.8	15
	2011		*	71.4	75.0	75.0	71.4	75.0		*	*	75.0	84.8	8

	NUMBER TESTED IN GRADES 3-5											
2009	0	0	11	11	11	8	10	0	8	3	11	1,867
2010	0	0	15	15	15	8	9	0	13	2	15	1,749
2011	0	1	7	8	8	7	8	0	5	3	8	1,438

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			*	*	*	*	*		*	*	*	60	5
	2010			*	*	*	*	*		*	*	*	96	4
	2011		*	*	*	*	*	*		*	*	*	69	3
4	2009			*	*	*	*	*		*	*	*	192	3
	2010			1	1	1	*	*		1		1	126	6
	2011			*	*	*	*	*		*		*	123	2
5	2009			*	*	*	*	*		*	*	*	137	3
	2010			*	*	*	*	*		*	*	*	44	5
	2011			*	*	*	*	*		*	*	*	26	3
3-5	2009			2	2	2	2	2		0	*	2	389	11
	2010			1	1	1	1	1		1	*	1	266	15
	2011		*	2	2	2	2	2		*	*	2	218	8

	NUMBER TESTED IN GRADES 3-5											
2009	0	0	11	11	11	8	10	0	8	3	11	1,867
2010	0	0	15	15	15	8	9	0	13	2	15	1,749
2011	0	1	7	8	8	7	8	0	5	3	8	1,438

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2009	*	*	*	*
	2010	*	*	*	*
	2011	*	*	*	*
4	2009	*	*	*	*
	2010	72.2	88.9	72.2	52.1
	2011	*	*	*	*
5	2009	*	*	*	*
	2010	*	*	*	*
	2011	*	*	*	*
3-5	2009	64.6	59.1	50.9	67.3
	2010	72.9	84.4	67.8	66.5
	2011	63.3	62.5	60.8	65.3

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			*	*	*	*	*		*	*	*	16.2	5
	2010			*	*	*	*	*		*	*	*	19.1	4
	2011		*	*	*	*	*	*		*	*	*	20.9	3
4	2009			*	*	*	*	*		*	*	*	8.9	3
	2010			16.7	16.7	16.7	*	*		16.7		16.7	15.2	6
	2011			*	*	*	*	*		*		*	13.7	2
5	2009			*	*	*	*	*		*	*	*	14.1	3
	2010			*	*	*	*	*		*	*	*	15.4	5
	2011			*	*	*	*	*		*	*	*	16.5	3
3-5	2009			0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	12.7	11
	2010			26.7	26.7	26.7	0.0	22.2		30.8	*	26.7	16.4	15
	2011		*	14.3	12.5	12.5	14.3	12.5		*	*	12.5	16.6	8

	NUMBER TESTED IN GRADES 3-5											
2009	0	0	11	11	11	8	10	0	8	3	11	1,867
2010	0	0	15	15	15	8	9	0	13	2	15	1,749
2011	0	1	7	8	8	7	8	0	5	3	8	1,438

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			*	*	*	*	*		*	*	*	81.2	5
	2010			*	*	*	*	*		*	*	*	78.3	4
	2011		*	*	*	*	*	*		*	*	*	82.7	4
4	2009			*	*	*	*	*		*	*	*	75.8	3
	2010			*	*	*	*	*		*		*	80.6	5
	2011			*	*	*	*	*		*	*	*	80.2	3
5	2009			*	*	*		*		*		*	80.2	1
	2010			*	*	*	*	*		*	*	*	86.4	3
	2011			*	*	*	*	*		*	*	*	88.1	3
3-5	2009			66.7	66.7	66.7	66.7	62.5		71.4	*	66.7	78.8	9
	2010			91.7	91.7	91.7	87.5	100.0		90.0	*	91.7	82.4	12
	2011		*	75.0	70.0	70.0	71.4	70.0		83.3	*	70.0	83.8	10

	NUMBER TESTED IN GRADES 3-5											
2009	0	0	9	9	9	6	8	0	7	2	9	1,743
2010	0	0	12	12	12	8	8	0	10	2	12	1,615
2011	0	2	8	10	10	7	10	0	6	4	10	1,379

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			*	*	*	*	*		*	*	*	85	5
	2010			*	*	*	*	*		*	*	*	102	4
	2011		*	*	*	*	*	*		*	*	*	63	4
4	2009			*	*	*	*	*		*	*	*	157	3
	2010			*	*	*	*	*		*		*	92	5
	2011			*	*	*	*	*		*	*	*	101	3
5	2009			*	*	*		*		*		*	127	1
	2010			*	*	*	*	*		*	*	*	91	3
	2011			*	*	*	*	*		*	*	*	60	3
3-5	2009			3	3	3	2	3		2	*	3	369	9
	2010			1	1	1	1	0		1	*	1	285	12
	2011		*	2	3	3	2	3		1	*	3	224	10

	NUMBER TESTED IN GRADES 3-5											
2009	0	0	9	9	9	6	8	0	7	2	9	1,743
2010	0	0	12	12	12	8	8	0	10	2	12	1,615
2011	0	2	8	10	10	7	10	0	6	4	10	1,379

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	*	*	*	*	*	*
	2010	*	*	*	*	*	*
	2011	*	*	*	*	*	*
4	2009	*	*	*	*	*	*
	2010	*	*	*	*	*	*
	2011	*	*	*	*	*	*
5	2009	*	*	*	*	*	*
	2010	*	*	*	*	*	*
	2011	*	*	*	*	*	*
3-5	2009	77.8	68.1	65.6	67.4	55.6	54.4
	2010	61.5	71.1	68.1	57.8	75.0	63.3
	2011	66.5	59.7	65.3	54.3	60.0	53.7

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			*	*	*	*	*		*	*	*	22.3	5
	2010			*	*	*	*	*		*	*	*	13.4	4
	2011		*	*	*	*	*	*		*	*	*	20.6	4
4	2009			*	*	*	*	*		*	*	*	14.0	3
	2010			*	*	*	*	*		*		*	20.2	5
	2011			*	*	*	*	*		*	*	*	25.3	3
5	2009			*	*	*		*		*		*	17.2	1
	2010			*	*	*	*	*		*	*	*	18.9	3
	2011			*	*	*	*	*		*	*	*	20.0	3
3-5	2009			22.2	22.2	22.2	16.7	12.5		28.6	*	22.2	17.3	9
	2010			25.0	25.0	25.0	25.0	12.5		20.0	*	25.0	17.7	12
	2011		*	12.5	10.0	10.0	14.3	10.0		16.7	*	10.0	22.1	10

	NUMBER TESTED IN GRADES 3-5											
2009	0	0	9	9	9	6	8	0	7	2	9	1,743
2010	0	0	12	12	12	8	8	0	10	2	12	1,615
2011	0	2	8	10	10	7	10	0	6	4	10	1,379

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	50.0	*	50.0	54.4	16
	2010	*	90.0	80.0	61.2	15
	2011	*	50.0	55.6	63.3	9
1	2009	40.0	*	46.2	54.2	13
	2010	27.3	*	43.8	55.2	16
	2011	*	25.0	23.5	58.1	17
2	2009	40.0	*	42.9	47.9	14
	2010	0.0	*	30.8	48.6	13
	2011	38.5	*	46.7	50.7	15
5	2009					0
	2010					0
	2011	71.4	87.5	80.0	36.2	15
1-5	2009	40.0	57.1	44.4	51.0	27
	2010	15.8	80.0	37.9	51.9	29
	2011	44.0	54.5	48.9	47.2	47

Number Tested	2009	32	11	43	15,925	
	2010	24	20	44	20,252	
	2011	28	28	56	29,763	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009	82.2	*	79.6	52.8	49
	2010	30.8	45.5	34.0	51.2	50
	2011	57.5	71.4	59.6	56.8	47
1	2009	40.0	*	38.5	50.4	13
	2010	40.0	16.7	37.0	48.8	46
	2011	33.3	15.4	28.3	53.1	46
2	2009	40.0	*	42.9	53.2	14
	2010	42.1	62.5	45.7	54.6	46
	2011	69.8	*	72.3	56.8	47
5	2009					0
	2010					0
	2011	52.9	62.5	56.0	44.8	25
K-5	2009	69.2	45.5	65.8	52.3	76
	2010	37.6	44.0	38.7	51.5	142
	2011	54.9	50.0	53.9	53.3	165

Number Tested	2009	65	11	76	30,563	
	2010	117	25	142	40,163	
	2011	133	32	165	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		*	50.0	53.3		50.0	50.0		16.7	70.0	50.0	54.4	16
	2010	*	*	72.7	75.0		*	*		77.8	83.3	80.0	61.2	15
	2011		*	62.5	55.6		*	*		*	*	55.6	63.3	9
1	2009		*	54.5	46.2		*	40.0		*	50.0	46.2	54.2	13
	2010		*	35.7	40.0	*	20.0	27.3		25.0	62.5	43.8	55.2	16
	2011	*	*	25.0	13.3	*	*	*		23.1	*	23.5	58.1	17
2	2009			42.9	42.9		*	40.0		50.0	37.5	42.9	47.9	14
	2010		*	27.3	27.3	*	*	0.0		*	37.5	30.8	48.6	13
	2011	*		42.9	54.5	*	50.0	38.5		33.3	55.6	46.7	50.7	15
1-2	2009		*	48.0	44.4		*	40.0		45.5	43.8	44.4	51.0	27
	2010		*	32.0	34.6	*	14.3	15.8		23.1	50.0	37.9	51.9	29
	2011	*	*	34.6	30.8	*	57.1	33.3		26.3	46.2	34.4	54.4	32
5	2009													0
	2010													0
	2011			78.6	83.3	*	*	71.4		80.0	*	80.0	36.2	15
1-5	2009		*	48.0	44.4		*	40.0		45.5	43.8	44.4	51.0	27
	2010		*	32.0	34.6	*	14.3	15.8		23.1	50.0	37.9	51.9	29
	2011	*	*	50.0	47.4	*	66.7	44.0		44.8	55.6	48.9	47.2	47

Number Tested	2009	0	2	25	27	0	4	20	0	11	16	27	14,637
	2010	0	4	25	26	4	14	19	0	13	16	29	13,990
	2011	3	3	40	38	5	12	25	0	29	18	47	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		*	1	1		0	0		0	1	1	304	16
	2010	*	*	3	3		*	*		3	2	5	1,717	15
	2011		*	1	1		*	*		*	*	1	2,106	9
1	2009		*	3	3		*	2		*	2	3	1,659	13
	2010		*	1	1	*	0	0		0	1	1	1,729	16
	2011	*	*	0	0	*	*	*		1	*	1	1,963	17
2	2009			2	2		*	0		1	1	2	1,027	14
	2010		*	1	1	*	*	0		*	2	2	954	13
	2011	*		0	0	*	0	0		0	1	1	1,020	15
1-2	2009		*	5	5		*	2		2	3	5	2,688	27
	2010		*	2	2	*	0	0		0	3	3	2,683	29
	2011	*	*	0	0	*	0	0		1	1	2	2,983	32
5	2009													0
	2010													0
	2011			0	0	*	*	0		0	*	0	701	15
1-5	2009		*	5	5		*	2		2	3	5	2,688	27
	2010		*	2	2	*	0	0		0	3	3	2,683	29
	2011	*	*	0	0	*	0	0		1	1	2	3,694	47

Number Tested	2009	0	2	25	27	0	4	20	0	11	16	27	14,637
	2010	0	4	25	26	4	14	19	0	13	16	29	13,990
	2011	3	3	40	38	5	12	25	0	29	18	47	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		*	80.9	78.3	*	85.4	82.2		79.2	80.0	79.6	52.8	49
	2010	*	*	32.6	31.9	*	27.8	30.8		32.3	36.8	34.0	51.2	50
	2011		*	60.0	59.6		53.8	57.5		46.7	82.4	59.6	56.8	47
1	2009		*	45.5	38.5		*	40.0		*	37.5	38.5	50.4	13
	2010		*	36.4	36.4	0.0	37.5	40.0		27.3	45.8	37.0	48.8	46
	2011	*	*	29.3	27.3	*	33.3	33.3		34.4	14.3	28.3	53.1	46
2	2009			42.9	42.9		*	40.0		50.0	37.5	42.9	53.2	14
	2010		*	45.5	45.5	*	45.9	42.1		59.1	33.3	45.7	54.6	46
	2011	*		71.7	76.2	*	83.8	69.8		77.8	69.0	72.3	56.8	47
K-2	2009		*	68.1	64.4	*	82.2	69.2		68.6	63.4	65.8	52.3	76
	2010	*	*	38.1	37.8	0.0	37.2	37.6		38.7	38.8	38.7	51.5	142
	2011	*	*	54.5	54.1	62.5	58.5	55.2		48.8	60.0	53.6	55.6	140
5	2009													0
	2010													0
	2011			54.2	57.1	*	46.7	52.9		60.0	50.0	56.0	44.8	25
K-5	2009		*	68.1	64.4	*	82.2	69.2		68.6	63.4	65.8	52.3	76
	2010	*	*	38.1	37.8	0.0	37.2	37.6		38.7	38.8	38.7	51.5	142
	2011	*	*	54.5	54.5	63.6	57.0	54.9		50.5	58.6	53.9	53.3	165

Number Tested	2009	0	4	72	73	1	45	65	0	35	41	76	30,563
	2010	3	5	134	135	10	113	117	0	75	67	142	40,163
	2011	3	4	156	154	11	121	133	0	95	70	165	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		*	23	21	*	22	22		11	12	23	2,455	49
	2010	*	*	5	5	*	5	5		2	5	7	2,358	50
	2011		*	7	7		4	6		5	2	7	2,815	47
1	2009		*	2	2		*	1		*	1	2	1,577	13
	2010		*	1	1	0	1	1		1	0	1	2,266	46
	2011	*	*	2	2	*	2	2		3	0	3	2,716	46
2	2009			1	1		*	0		0	1	1	1,686	14
	2010		*	6	6	*	5	5		3	3	6	2,484	46
	2011	*		9	9	*	8	8		3	6	9	2,746	47
K-2	2009		*	26	24	*	22	23		12	14	26	5,718	76
	2010	*	*	12	12	0	11	11		6	8	14	7,108	142
	2011	*	*	18	18	0	14	16		11	8	19	8,277	140
5	2009													0
	2010													0
	2011			6	5	*	2	3		4	2	6	1,395	25
K-5	2009		*	26	24	*	22	23		12	14	26	5,718	76
	2010	*	*	12	12	0	11	11		6	8	14	7,108	142
	2011	*	*	24	23	0	16	19		15	10	25	9,696	165

Number Tested	2009	0	4	72	73	1	45	65	0	35	41	76	30,563
	2010	3	5	134	135	10	113	117	0	75	67	142	40,163
	2011	3	4	156	154	11	121	133	0	95	70	165	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		*	48.9	46.9	*	39.5	47.8		60.9	34.6	46.9	66.0	49
	2010		*	47.7	47.7	33.3	50.0	52.5		40.9	54.2	47.8	63.5	46
	2011	*	*	56.1	52.3	*	63.3	60.6		56.3	50.0	54.3	66.7	46
2	2009			73.0	73.0		87.5	75.0		75.0	71.4	73.0	60.9	37
	2010		*	63.6	63.6	*	62.2	57.9		59.1	62.5	60.9	61.4	46
	2011	*		87.0	90.5	*	91.9	86.0		88.9	86.2	87.2	62.0	47
1-2	2009		*	59.5	58.1	*	58.1	59.0		66.7	51.1	58.1	63.5	86
	2010		*	55.7	55.7	22.2	55.8	55.1		50.0	58.3	54.3	62.5	92
	2011	*	*	72.4	70.9	87.5	79.1	75.0		68.0	74.4	71.0	64.4	93
5	2009													0
	2010													0
	2011			54.2	61.9	*	53.3	58.8		53.3	60.0	56.0	48.6	25
1-5	2009		*	59.5	58.1	*	58.1	59.0		66.7	51.1	58.1	63.5	86
	2010		*	55.7	55.7	22.2	55.8	55.1		50.0	58.3	54.3	62.5	92
	2011	*	*	68.5	69.2	72.7	74.4	72.0		64.6	71.7	67.8	59.7	118

Number Tested	2009	0	2	84	86	2	62	78	0	39	47	86	27,480
	2010	0	4	88	88	9	77	78	0	44	48	92	26,937
	2011	3	3	111	107	11	82	93	0	65	53	118	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		*	8	8	*	4	8		5	3	8	4,597	49
	2010		*	9	8	0	9	9		4	5	9	4,129	46
	2011	*	*	7	7	*	6	7		8	0	8	4,427	46
2	2009			10	10		8	9		3	7	10	3,822	37
	2010		*	13	13	*	11	10		6	7	13	3,776	46
	2011	*		27	26	*	26	25		12	15	27	3,810	47
1-2	2009		*	18	18	*	12	17		8	10	18	8,419	86
	2010		*	22	21	0	20	19		10	12	22	7,905	92
	2011	*	*	34	33	5	32	32		20	15	35	8,237	93
5	2009													0
	2010													0
	2011			3	2	*	0	1		3	0	3	1,416	25
1-5	2009		*	18	18	*	12	17		8	10	18	8,419	86
	2010		*	22	21	0	20	19		10	12	22	7,905	92
	2011	*	*	37	35	6	32	33		23	15	38	9,660	118

Number Tested	2009	0	2	84	86	2	62	78	0	39	47	86	27,480
	2010	0	4	88	88	9	77	78	0	44	48	92	26,937
	2011	3	3	111	107	11	82	93	0	65	53	118	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			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	88.6	33
	2010			82.9	82.9	*	82.9	85.3		77.3	92.3	82.9	89.3	35
	2011			97.0	97.0		96.8	97.0		95.0	100.0	97.0	90.9	33
1	2009			74.3	74.3	*	74.3	74.3		77.8	70.6	74.3	88.6	35
	2010			93.3	93.1	*	93.3	93.1		85.7	100.0	93.3	89.1	30
	2011			86.2	86.2	*	86.2	85.7		84.2	90.0	86.2	89.4	29
2	2009			95.8	95.8	*	95.7	95.7		90.9	100.0	95.8	94.0	24
	2010			87.9	87.9	*	87.9	86.7		94.1	81.3	87.9	93.8	33
	2011			96.9	96.8	*	96.8	96.7		100.0	95.0	96.9	94.9	32
K-2	2009			89.1	88.9	*	89.0	89.0		89.4	88.9	89.1	90.4	92
	2010			87.8	87.6	66.7	87.8	88.2		84.9	91.1	87.8	90.7	98
	2011			93.6	93.5	83.3	93.4	93.4		92.2	95.3	93.6	91.7	94
5	2009													0
	2010													0
	2011			100.0	100.0	*	100.0	100.0		100.0	*	100.0	93.5	12
K-5	2009			89.1	88.9	*	89.0	89.0		89.4	88.9	89.1	90.4	92
	2010			87.8	87.6	66.7	87.8	88.2		84.9	91.1	87.8	90.7	98
	2011			94.3	94.2	87.5	94.2	94.2		93.1	95.8	94.3	91.9	106

Number Tested	2009	0	0	92	90	4	91	91	0	47	45	92	19,076
	2010	0	0	98	97	6	98	93	0	53	45	98	19,041
	2011	0	0	106	104	8	103	103	0	58	48	106	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			25	23	*	25	25		13	12	25	3,525	33
	2010			8	8	*	8	8		4	4	8	3,523	35
	2011			31	31		29	31		19	12	31	3,964	33
1	2009			8	8	*	8	8		5	3	8	2,523	35
	2010			8	8	*	8	7		3	5	8	2,529	30
	2011			7	7	*	7	7		5	2	7	2,459	29
2	2009			16	16	*	15	15		8	8	16	2,909	24
	2010			18	18	*	18	16		10	8	18	3,040	33
	2011			21	21	*	20	20		7	14	21	3,227	32
K-2	2009			49	47	*	48	48		26	23	49	8,957	92
	2010			34	34	1	34	31		17	17	34	9,092	98
	2011			59	59	1	56	58		31	28	59	9,650	94
5	2009													0
	2010													0
	2011			3	2	*	3	3		1	*	3	856	12
K-5	2009			49	47	*	48	48		26	23	49	8,957	92
	2010			34	34	1	34	31		17	17	34	9,092	98
	2011			62	61	1	59	61		32	30	62	10,519	106

Number Tested	2009	0	0	92	90	4	91	91	0	47	45	92	19,076
	2010	0	0	98	97	6	98	93	0	53	45	98	19,041
	2011	0	0	106	104	8	103	103	0	58	48	106	21,141

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2010		Level 2 in 2010		Level 3 in 2010		Levels 1-3 in 2010	
	Number Tested Both Years	Percentage Improved in 2011	Number Tested Both Years	Percentage Improved in 2011	Number Tested Both Years	Percentage Improved in 2011	Number Tested Both Years	Percentage Improved in 2011
4	1	100.0	4	100.0	8	12.5	13	46.2
5	2	0.0	1	0.0	0	-	3	0.0
ALL	3	33.3	5	80.0	8	12.5	16	37.5

PERFORMANCE IN 2011

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2011 Level	N	%	N	%	N	%	N	%	N	%
KN (39)	Beginning	33	84.6	34	87.2	36	92.3	36	92.3	36	92.3
	Intermediate	3	7.7	2	5.1	0	0.0	0	0.0	0	0.0
	Advanced	1	2.6	1	2.6	1	2.6	1	2.6	1	2.6
	Advanced High	2	5.1	2	5.1	2	5.1	2	5.1	2	5.1
1 (30)	Beginning	7	23.3	14	46.7	18	60.0	18	60.0	18	60.0
	Intermediate	10	33.3	8	26.7	6	20.0	5	16.7	5	16.7
	Advanced	3	10.0	4	13.3	4	13.3	5	16.7	5	16.7
	Advanced High	10	33.3	4	13.3	2	6.7	2	6.7	2	6.7
2 (37)	Beginning	1	2.8	1	2.8	2	5.6	2	5.4	2	5.6
	Intermediate	3	8.3	4	11.1	13	36.1	8	21.6	7	19.4
	Advanced	9	25.0	13	36.1	12	33.3	16	43.2	16	44.4
	Advanced High	23	63.9	18	50.0	9	25.0	11	29.7	11	30.6
3 (29)	Beginning	4	13.8	5	17.2	8	27.6	2	6.9	2	6.9
	Intermediate	9	31.0	10	34.5	17	58.6	7	24.1	8	27.6
	Advanced	5	17.2	6	20.7	4	13.8	8	27.6	10	34.5
	Advanced High	11	37.9	8	27.6	0	0.0	12	41.4	9	31.0
4 (17)	Beginning	0	0.0	0	0.0	5	29.4	2	11.8	2	11.8
	Intermediate	1	5.9	11	64.7	8	47.1	0	0.0	0	0.0
	Advanced	12	70.6	3	17.6	2	11.8	5	29.4	5	29.4
	Advanced High	4	23.5	3	17.6	2	11.8	10	58.8	10	58.8

PROGRESSION FROM
2010 TO 2011

Number Rated Both Years		2010 Level			
N (%) Progressed	2011 Level	Beg	Int	Adv	Adv High
— <hr/> —	Beginning	—			
	Intermediate	—	—		
	Advanced	—	—	—	
	Advanced High	—	—	—	
30 <hr/> 12 (40.0%)	Beginning	18			
	Intermediate	5	0		
	Advanced	4	1	0	
	Advanced High	1	0	1	
34 <hr/> 26 (76.5%)	Beginning	1			
	Intermediate	5	2		
	Advanced	6	5	5	
	Advanced High	0	4	6	
28 <hr/> 12 (42.9%)	Beginning	2			
	Intermediate	2	6		
	Advanced	0	2	8	
	Advanced High	0	1	7	
17 <hr/> 13 (76.5%)	Beginning	2			
	Intermediate	0	0		
	Advanced	0	3	2	
	Advanced High	0	0	10	

PERFORMANCE IN 2011

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2011 Level	N	%	N	%	N	%	N	%	N	%
5 (18)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	5.6	8	44.4	3	16.7	3	16.7
	Advanced	9	50.0	7	38.9	3	16.7	4	22.2	4	22.2
	Advanced High	9	50.0	10	55.6	7	38.9	11	61.1	11	61.1
ALL (170)	Beginning	45	26.6	54	32.0	69	40.8	60	35.3	60	35.5
	Intermediate	26	15.4	36	21.3	52	30.8	23	13.5	23	13.6
	Advanced	39	23.1	34	20.1	26	15.4	39	22.9	41	24.3
	Advanced High	59	34.9	45	26.6	22	13.0	48	28.2	45	26.6

PROGRESSION FROM
2010 TO 2011

Number Rated Both Years		2010 Level			
N (%) Progressed	2011 Level	Beg	Int	Adv	Adv High
<div>17</div> <div>13 (76.5%)</div>	Beginning	0			
	Intermediate	1	2		
	Advanced	0	2	2	
	Advanced High	0	1	9	
<div>127</div> <div>76 (59.8%)</div>	Beginning	24			
	Intermediate	13	10		
	Advanced	10	13	17	
	Advanced High	1	6	33	

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