

DATA PACKET

for 2011-12 planning

School Number 175

UMPHREY LEE



**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	44
KN	69
1	85
2	81
3	92
4	93
5	94
ALL	558

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	388	69.5	29	69.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	168	30.1	7	16.7
White	1	0.2	6	14.3
Multiple	1	0.2	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	303	54.3
Economically disadvantaged	535	95.9
Limited English proficient (LEP)	134	24.0
Special education	28	5.0
Talented and Gifted (TAG)	19	3.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2009	41	21	51.2	0	0.0	0	0.0	19	46.3	1	2.4	—	—
	2010	41	20	48.8	0	0.0	0	0.0	21	51.2	0	0.0	—	—
	2011	44	18	40.9	0	0.0	0	0.0	26	59.1	0	0.0	0	0.0
KN	2009	75	61	81.3	0	0.0	0	0.0	14	18.7	0	0.0	—	—
	2010	111	78	70.3	0	0.0	0	0.0	33	29.7	0	0.0	—	—
	2011	69	46	66.7	0	0.0	0	0.0	23	33.3	0	0.0	0	0.0
1	2009	113	85	75.2	0	0.0	0	0.0	27	23.9	1	0.9	—	—
	2010	89	69	77.5	0	0.0	0	0.0	20	22.5	0	0.0	—	—
	2011	85	58	68.2	0	0.0	0	0.0	27	31.8	0	0.0	0	0.0
2	2009	99	72	72.7	0	0.0	0	0.0	27	27.3	0	0.0	—	—
	2010	114	90	78.9	0	0.0	0	0.0	24	21.1	0	0.0	—	—
	2011	81	60	74.1	0	0.0	0	0.0	20	24.7	1	1.2	0	0.0
3	2009	104	90	86.5	0	0.0	0	0.0	14	13.5	0	0.0	—	—
	2010	100	70	70.0	0	0.0	0	0.0	30	30.0	0	0.0	—	—
	2011	92	68	73.9	0	0.0	0	0.0	24	26.1	0	0.0	0	0.0
4	2009	99	84	84.8	0	0.0	0	0.0	15	15.2	0	0.0	—	—
	2010	105	90	85.7	1	1.0	0	0.0	14	13.3	0	0.0	—	—
	2011	93	64	68.8	0	0.0	0	0.0	29	31.2	0	0.0	0	0.0
5	2009	82	70	85.4	0	0.0	0	0.0	12	14.6	0	0.0	—	—
	2010	107	83	77.6	0	0.0	0	0.0	24	22.4	0	0.0	—	—
	2011	94	74	78.7	0	0.0	0	0.0	19	20.2	0	0.0	1	1.1
PK-5	2009	625	492	78.7	0	0.0	0	0.0	131	21.0	2	0.3	—	—
	2010	667	500	75.0	1	0.1	0	0.0	166	24.9	0	0.0	—	—
	2011	558	388	69.5	0	0.0	0	0.0	168	30.1	1	0.2	1	0.2

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	41	41	100.0	16	39.0	0	0.0	15	36.6	0	0.0	41	100.0	0.0
	2010	41	41	100.0	19	46.3	2	4.9	20	48.8	0	0.0	41	100.0	0.0
	2011	44	41	93.2	21	47.7	0	0.0	23	52.3	0	0.0	44	100.0	0.0
KN	2009	75	71	94.7	11	14.7	1	1.3	33	44.0	1	1.3	38	50.7	1.3
	2010	111	108	97.3	26	23.4	1	0.9	61	55.0	8	7.2	58	52.3	0.0
	2011	69	65	94.2	17	24.6	1	1.4	42	60.9	0	0.0	31	44.9	0.0
1	2009	113	107	94.7	21	18.6	2	1.8	58	51.3	1	0.9	22	19.5	7.1
	2010	89	84	94.4	19	21.3	2	2.2	44	49.4	2	2.2	11	12.4	5.6
	2011	85	84	98.8	22	25.9	0	0.0	43	50.6	3	3.5	12	14.1	1.2
2	2009	99	98	99.0	24	24.2	9	9.1	74	74.7	4	4.0	18	18.2	6.1
	2010	114	112	98.2	20	17.5	4	3.5	88	77.2	2	1.8	12	10.5	4.4
	2011	81	77	95.1	20	24.7	2	2.5	57	70.4	1	1.2	13	16.0	1.2
3	2009	104	98	94.2	9	8.7	12	11.5	71	68.3	13	12.5	9	8.7	2.9
	2010	100	97	97.0	26	26.0	11	11.0	72	72.0	3	3.0	15	15.0	1.0
	2011	92	90	97.8	15	16.3	7	7.6	55	59.8	2	2.2	10	10.9	3.3
4	2009	99	97	98.0	7	7.1	13	13.1	42	42.4	7	7.1	12	12.1	1.0
	2010	105	99	94.3	11	10.5	11	10.5	38	36.2	11	10.5	11	10.5	0.0
	2011	93	90	96.8	23	24.7	8	8.6	43	46.2	2	2.2	14	15.1	0.0
5	2009	82	76	92.7	4	4.9	10	12.2	48	58.5	4	4.9	10	12.2	1.2
	2010	107	101	94.4	12	11.2	12	11.2	57	53.3	6	5.6	7	6.5	2.8
	2011	94	88	93.6	16	17.0	10	10.6	40	42.6	11	11.7	9	9.6	0.0
PK-5	2009	625	598	95.7	92	14.7	59	9.4	341	54.6	30	4.8	157	25.1	4.2
	2010	667	642	96.3	133	19.9	43	6.4	380	57.0	32	4.8	155	23.2	2.1
	2011	558	535	95.9	134	24.0	28	5.0	303	54.3	19	3.4	133	23.8	0.9

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	77.2	13,515.0	72.8	94.4	12,939.1	95.7	30	38.9	22.3	56	11,501	72.6	85.1
	2010	106.7	13,234.2	100.4	94.1	12,616.4	95.3	46	43.1	21.7	83	11,233	77.8	84.9
	2011	67.1	13,210.6	63.8	95.1	12,645.0	95.7	20	29.8	21.5	54	11,602	80.5	87.8
1	2009	115.0	14,250.8	109.4	95.1	13,719.9	96.3	45	39.1	20.5	92	12,300	80.0	86.3
	2010	87.0	13,848.4	81.9	94.2	13,286.3	95.9	31	35.6	20.3	65	11,978	74.7	86.5
	2011	84.4	13,458.2	80.2	95.0	12,967.0	96.4	16	19.0	19.0	68	12,047	80.6	89.5
2	2009	99.5	13,950.1	95.1	95.6	13,499.0	96.8	42	42.2	18.5	74	12,231	74.4	87.7
	2010	110.9	13,440.8	105.6	95.2	12,947.4	96.3	34	30.7	19.2	88	11,794	79.4	87.7
	2011	79.2	13,012.8	76.0	96.0	12,592.7	96.8	29	36.6	17.1	63	11,853	79.6	91.1
3	2009	101.4	13,095.5	97.1	95.8	12,710.6	97.1	32	31.6	18.2	82	11,634	80.9	88.8
	2010	98.3	13,291.1	94.0	95.6	12,853.9	96.7	39	39.7	17.8	79	11,815	80.4	88.9
	2011	88.7	12,619.0	85.2	96.0	12,254.0	97.1	32	36.1	16.7	74	11,604	83.4	92.0
4	2009	101.0	12,156.4	97.1	96.1	11,789.9	97.0	38	37.6	17.9	77	10,731	76.3	88.3
	2010	104.7	12,299.7	100.4	95.9	11,900.0	96.8	31	29.6	17.3	82	10,987	78.3	89.3
	2011	87.6	12,506.4	84.4	96.4	12,149.9	97.1	25	28.5	15.7	74	11,544	84.5	92.3
5	2009	84.5	11,903.5	81.8	96.8	11,552.9	97.1	27	32.0	17.3	69	10,563	81.7	88.7
	2010	104.6	11,687.8	100.9	96.4	11,310.1	96.8	34	32.5	17.1	80	10,453	76.5	89.4
	2011	89.3	11,742.5	86.6	97.0	11,419.3	97.2	9	10.1	8.3	86	10,892	96.3	92.8
KN-5	2009	610.3	83,476.5	582.9	95.5	80,586.5	96.5	274	44.9	30.6	489	76,517	80.1	91.7
	2010	612.2	77,802.0	583.2	95.3	74,914.0	96.3	215	35.1	18.9	477	68,260	77.9	87.7
	2011	496.3	76,549.5	476.3	96.0	74,027.9	96.7	131	26.4	16.6	419	69,542	84.4	90.8

Teachers: 42

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	29	69.0
Hispanic	7	16.7
White	6	14.3
Multiple categories	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	29	69.0
Male	13	31.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	8.1	NA
2009-10	5.6	NA
2010-11	5.5	95.2

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	3	7.1
2	1	2.4
3	5	11.9
4	4	9.5
5	3	7.1
1-3	9	21.4
More than 3	33	78.6
1 - 5	16	38.1
6 - 10	10	23.8
11 - 20	5	11.9
More than 20	11	26.2

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		88.5	*	88.2	100.0	*	88.3		89.6	88.4	89.0	87.3	91
	2010		77.6	*	80.9	42.9	*	71.7		76.5	81.6	79.2	85.4	72
	2011		72.6	75.0	72.9	*	*	70.0		67.6	78.8	72.9	82.0	70
4	2009		64.9	60.0	62.5	*	28.6	41.0		56.1	78.4	64.2	75.8	95
	2010		87.2	*	86.9	85.7	*	72.4		90.7	83.3	86.8	77.9	91
	2011		91.5	87.5	90.5	*	*	91.3		90.0	92.1	91.2	78.6	68
5	2009		75.8	100.0	80.0	*	*	76.6		75.7	82.1	78.2	82.9	78
	2010		88.6	81.0	87.0	*	62.5	83.7		81.1	93.6	87.0	86.1	100
	2011		92.9	*	93.0	*	*	84.6		94.6	92.1	93.3	89.0	75
3-5	2009		77.0	80.0	76.5	70.6	54.5	71.9		72.5	83.2	76.9	81.5	264
	2010		84.9	83.3	85.2	70.6	66.7	76.6		83.1	86.5	84.8	83.4	263
	2011		85.9	85.0	85.3	90.9	85.7	79.8		83.7	88.1	85.9	83.6	213

NUMBER TESTED IN GRADES 3-5													
2009	0	230	30	243	17	11	146	0	142	119	264	28,126	
2010	0	232	30	244	17	12	124	0	130	133	263	24,751	
2011	0	191	20	204	11	7	89	0	104	109	213	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		10	*	10	0	*	7		5	5	10	960	91
	2010		15	*	13	4	*	13		8	7	15	1,039	72
	2011		17	2	19	*	*	12		12	7	19	1,214	70
4	2009		27	6	33	*	5	23		25	8	34	2,449	95
	2010		11	*	11	1	*	8		4	8	12	1,640	91
	2011		5	1	6	*	*	2		3	3	6	1,506	68
5	2009		16	0	14	*	*	11		9	7	17	1,793	78
	2010		9	4	12	*	3	8		10	3	13	1,427	100
	2011		5	*	5	*	*	4		2	3	5	919	75
3-5	2009		53	6	57	5	5	41		39	20	61	5,202	264
	2010		35	5	36	5	4	29		22	18	40	4,106	263
	2011		27	3	30	1	1	18		17	13	30	3,639	213

NUMBER TESTED IN GRADES 3-5													
2009	0	230	30	243	17	11	146	0	142	119	264	28,126	
2010	0	232	30	244	17	12	124	0	130	133	263	24,751	
2011	0	191	20	204	11	7	89	0	104	109	213	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	78.9	78.5	77.7	82.6
	2010	77.9	71.6	73.8	71.7
	2011	73.9	69.4	68.1	67.9
4	2009	80.1	72.5	69.0	73.6
	2010	80.9	83.1	83.8	80.2
	2011	85.4	86.8	89.3	78.1
5	2009	76.6	77.2	77.9	70.7
	2010	84.1	79.9	79.3	75.6
	2011	88.9	87.7	86.5	82.4
3-5	2009	78.6	76.0	74.6	75.8
	2010	81.3	78.7	79.4	76.1
	2011	82.9	81.4	81.3	76.2

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		33.3	*	32.9	14.3	*	18.3		31.3	34.9	33.0	34.1	91
	2010		25.4	*	29.4	0.0	*	26.1		29.4	26.3	27.8	37.1	72
	2011		14.5	25.0	15.7	*	*	10.0		10.8	21.2	15.7	33.6	70
4	2009		19.5	13.3	18.2	*	14.3	7.7		19.3	18.9	18.9	18.4	95
	2010		19.8	*	20.2	0.0	*	0.0		25.6	14.6	19.8	19.4	91
	2011		40.7	50.0	41.3	*	*	21.7		50.0	34.2	41.2	27.7	68
5	2009		6.1	9.1	7.1	*	*	4.3		2.7	10.3	6.4	18.5	78
	2010		12.7	9.5	12.0	*	0.0	6.1		11.3	12.8	12.0	23.6	100
	2011		38.6	*	42.3	*	*	15.4		37.8	44.7	41.3	28.1	75
3-5	2009		20.9	13.3	20.2	11.8	9.1	11.0		19.0	21.8	20.1	22.7	264
	2010		19.0	20.0	19.7	5.9	16.7	12.1		20.8	17.3	19.0	26.2	263
	2011		31.4	50.0	32.8	0.0	28.6	14.6		31.7	33.9	32.9	29.7	213

NUMBER TESTED IN GRADES 3-5													
2009	0	230	30	243	17	11	146	0	142	119	264	28,126	
2010	0	232	30	244	17	12	124	0	130	133	263	24,751	
2011	0	191	20	204	11	7	89	0	104	109	213	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		67.8	76.9	68.1	33.3	75.0	63.2		69.2	68.8	69.0	77.3	100
	2010		65.7	65.5	65.9	25.0	64.0	62.7		69.4	61.7	65.6	78.2	96
	2011		79.7	79.2	80.5	*	87.5	83.6		79.6	79.5	79.5	80.7	88
4	2009		63.6	64.3	63.2	*	57.1	44.7		60.7	70.3	64.5	79.4	93
	2010		75.9	92.3	78.0	33.3	90.0	61.5		77.8	78.8	78.4	81.8	97
	2011		83.1	82.1	82.9	*	77.3	76.2		84.6	81.6	83.0	82.6	88
5	2009		87.5	90.0	86.6	*	*	80.9		86.1	89.5	87.8	87.0	74
	2010		93.7	100.0	94.5	*	100.0	93.9		96.2	93.6	94.9	87.7	99
	2011		93.0	100.0	94.0	*	100.0	89.2		95.6	92.9	94.3	88.7	87
3-5	2009		71.9	75.7	71.4	43.8	66.7	64.1		70.1	75.6	72.7	81.0	267
	2010		79.0	82.3	79.5	41.2	76.7	74.6		81.5	78.1	79.8	82.3	292
	2011		85.6	85.1	85.7	76.9	86.3	82.8		86.5	84.6	85.6	83.9	263

NUMBER TESTED IN GRADES 3-5													
2009	0	228	37	248	16	18	153	0	144	123	267	33,546	
2010	0	229	62	273	17	43	126	0	146	146	292	34,834	
2011	0	194	67	252	13	51	134	0	133	130	263	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		28	3	30	6	2	25		16	15	31	2,781	100
	2010		23	10	31	6	9	19		15	18	33	2,739	96
	2011		13	5	17	*	2	9		10	8	18	2,370	88
4	2009		28	5	32	*	3	21		22	11	33	2,196	93
	2010		20	1	20	4	1	10		10	11	21	2,101	97
	2011		10	5	14	*	5	10		6	9	15	2,100	88
5	2009		8	1	9	*	*	9		5	4	9	1,386	74
	2010		5	0	5	*	0	3		2	3	5	1,314	99
	2011		5	0	5	*	0	4		2	3	5	1,274	87
3-5	2009		64	9	71	9	6	55		43	30	73	6,363	267
	2010		48	11	56	10	10	32		27	32	59	6,154	292
	2011		28	10	36	3	7	23		18	20	38	5,744	263

NUMBER TESTED IN GRADES 3-5													
2009	0	228	37	248	16	18	153	0	144	123	267	33,546	
2010	0	229	62	273	17	43	126	0	146	146	292	34,834	
2011	0	194	67	252	13	51	134	0	133	130	263	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	71.7	71.3	78.0	75.5	77.3	60.3
	2010	68.4	67.9	67.4	67.7	72.4	60.9
	2011	78.6	75.6	84.5	82.2	84.9	69.5
4	2009	77.1	67.0	73.8	71.7	72.3	64.4
	2010	82.0	78.9	75.9	71.8	72.7	78.7
	2011	84.2	85.4	83.1	76.7	84.4	79.5
5	2009	80.7	79.2	85.9	78.2	84.5	76.9
	2010	82.1	80.2	78.4	83.4	78.8	83.8
	2011	85.7	84.6	84.4	82.8	85.6	83.8
3-5	2009	76.1	72.0	78.7	74.9	77.5	66.3
	2010	77.6	75.7	73.9	74.4	74.7	74.6
	2011	82.8	81.8	84.0	80.5	85.0	77.6

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009		16.1	23.1	17.0	11.1	25.0	8.8		19.2	14.6	17.0	29.0	100
	2010		6.0	10.3	7.7	0.0	12.0	3.9		10.2	4.3	7.3	21.3	96
	2011		20.3	37.5	25.3	*	43.8	25.5		32.7	15.4	25.0	24.4	88
4	2009		24.7	7.1	20.7	*	14.3	10.5		17.9	29.7	22.6	31.6	93
	2010		24.1	46.2	25.3	0.0	40.0	7.7		28.9	25.0	26.8	29.1	97
	2011		42.4	39.3	41.5	*	27.3	28.6		46.2	38.8	42.0	31.3	88
5	2009		29.7	40.0	32.8	*	*	12.8		25.0	36.8	31.1	38.4	74
	2010		22.8	20.0	20.9	*	0.0	14.3		25.0	19.1	22.2	34.5	99
	2011		36.6	73.3	43.4	*	76.9	40.5		44.4	42.9	43.7	32.5	87
3-5	2009		22.8	21.6	22.6	12.5	16.7	10.5		20.1	26.0	22.8	32.8	267
	2010		18.3	21.0	17.9	0.0	16.3	8.7		21.2	16.4	18.8	27.9	292
	2011		33.0	46.3	36.5	7.7	45.1	30.6		40.6	33.1	36.9	29.3	263

NUMBER TESTED IN GRADES 3-5													
2009	0	228	37	248	16	18	153	0	144	123	267	33,546	
2010	0	229	62	273	17	43	126	0	146	146	292	34,834	
2011	0	194	67	252	13	51	134	0	133	130	263	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		90.5	85.7	89.4	28.6	66.7	75.7		87.0	94.1	86.8	87.4	91
	2010		82.4	*	81.2	33.3	*	56.7		74.4	89.6	82.4	89.8	91
	2011		94.9	92.9	94.2	57.1	87.5	86.7		91.2	97.5	94.6	86.9	74

NUMBER TESTED IN GRADE 4													
2009	0	74	14	85	7	6	37	0	54	34	91	10,032	
2010	0	85	5	85	6	2	30	0	43	48	91	7,294	
2011	0	59	14	69	7	8	30	0	34	40	74	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		7	2	9	5	2	9		7	2	12	1,264	91
	2010		15	*	16	4	*	13		11	5	16	744	91
	2011		3	1	4	3	1	4		3	1	4	908	74

NUMBER TESTED IN GRADE 4													
2009	0	74	14	85	7	6	37	0	54	34	91	10,032	
2010	0	85	5	85	6	2	30	0	43	48	91	7,294	
2011	0	59	14	69	7	8	30	0	34	40	74	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	2.5	78.3	76.4	79.4	89.4
	2010	2.5	75.3	75.8	78.8	80.9
	2011	3.0	84.8	89.9	93.1	88.2

¹Average rating on w ritten 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		35.1	35.7	34.1	14.3	16.7	8.1		35.2	35.3	34.1	21.0	91
	2010		29.4	*	31.8	0.0	*	6.7		23.3	37.5	30.8	23.8	91
	2011		67.8	50.0	65.2	14.3	25.0	40.0		61.8	67.5	64.9	22.4	74

NUMBER TESTED IN GRADE 4													
2009	0	74	14	85	7	6	37	0	54	34	91	10,032	
2010	0	85	5	85	6	2	30	0	43	48	91	7,294	
2011	0	59	14	69	7	8	30	0	34	40	74	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		53.2	70.0	54.7	*	*	39.5		58.3	54.1	56.2	75.9	73
	2010		85.2	95.5	86.5	88.9	90.9	80.8		80.4	95.7	87.4	81.4	103
	2011		91.5	100.0	92.9	85.7	100.0	90.0		93.5	93.0	93.3	80.9	89

NUMBER TESTED IN GRADE 5													
2009	0	62	10	64	5	3	43	0	36	37	73	10,550	
2010	0	81	22	96	9	11	52	0	56	46	103	10,576	
2011	0	71	17	85	7	14	40	0	46	43	89	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		29	3	29	*	*	26		15	17	32	2,542	73
	2010		12	1	13	1	1	10		11	2	13	1,965	103
	2011		6	0	6	1	0	4		3	3	6	1,942	89

NUMBER TESTED IN GRADE 5													
2009	0	62	10	64	5	3	43	0	36	37	73	10,550	
2010	0	81	22	96	9	11	52	0	56	46	103	10,576	
2011	0	71	17	85	7	14	40	0	46	43	89	10,176	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	80.1	82.5	75.6	61.3
	2010	85.4	88.9	86.6	79.9
	2011	89.1	90.4	90.6	85.5

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)
5	2009		11.3	30.0	15.6	*	*	7.0		25.0	5.4	15.1	29.1	73
	2010		38.3	45.5	39.6	11.1	36.4	32.7		41.1	39.1	39.8	32.8	103
	2011		47.9	76.5	54.1	14.3	85.7	47.5		58.7	48.8	53.9	34.0	89

NUMBER TESTED IN GRADES 5													
2009	0	62	10	64	5	3	43	0	36	37	73	10,550	
2010	0	81	22	96	9	11	52	0	56	46	103	10,576	
2011	0	71	17	85	7	14	40	0	46	43	89	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	89.4	7
	2010			79.2	78.3		78.3	*		76.9	81.8	79.2	84.5	24
	2011			93.3	93.3		92.9	92.9		100.0	*	93.3	87.2	15
4	2009												72.7	0
	2010			100.0	100.0		100.0	*		*	*	100.0	84.4	9
	2011			80.0	78.9		78.9	78.9		88.9	72.7	80.0	85.0	20
5	2009												79.7	0
	2010												80.3	0
	2011			100.0	100.0		100.0	100.0		100.0	*	100.0	86.3	11
ALL	2009			100.0	100.0		100.0	100.0		*	*	100.0	—	7
	2010			84.8	84.4		83.9	*		82.4	87.5	84.8	—	33
	2011			89.1	88.9		88.6	88.6		96.3	78.9	89.1	—	46

NUMBER TESTED IN GRADES ALL													
2009	0	0	7	7	0	7	7	0	3	4	7	—	
2010	0	0	33	32	0	31	5	0	17	16	33	—	
2011	0	0	46	45	0	44	44	0	27	19	46	—	

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	514	7
	2010			5	5		5	*		3	2	5	863	24
	2011			1	1		1	1		0	*	1	710	15
4	2009												268	0
	2010			0	0		0	*		*	*	0	651	9
	2011			4	4		4	4		1	3	4	755	20
5	2009												86	0
	2010												120	0
	2011			0	0		0	0		0	*	0	398	11
ALL	2009			0	0		0	0		*	*	0	—	7
	2010			5	5		5	*		3	2	5	—	33
	2011			5	5		5	5		1	4	5	—	46

NUMBER TESTED IN GRADES ALL													
2009	0	0	7	7	0	7	7	0	3	4	7	—	
2010	0	0	33	32	0	31	5	0	17	16	33	—	
2011	0	0	46	45	0	44	44	0	27	19	46	—	

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	93.9	88.1	87.5
	2010	73.6	81.5	78.5	71.4
	2011	88.9	90.5	94.4	87.5
4	2009				
	2010	100.0	100.0	98.4	96.7
	2011	76.3	85.6	80.7	72.0
5	2009				
	2010				
	2011	83.2	96.6	92.0	90.2
ALL	2009	92.4	93.9	88.1	87.5
	2010	80.8	86.6	83.9	78.3
	2011	82.1	89.8	87.9	81.4

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			57.1	57.1		57.1	57.1		*	*	57.1	30.6	7
	2010			41.7	39.1		43.5	*		38.5	45.5	41.7	39.6	24
	2011			73.3	73.3		71.4	71.4		72.7	*	73.3	43.5	15
4	2009												21.1	0
	2010			100.0	100.0		100.0	*		*	*	100.0	34.4	9
	2011			35.0	31.6		31.6	31.6		33.3	36.4	35.0	38.5	20
5	2009												15.3	0
	2010												21.2	0
	2011			72.7	72.7		72.7	72.7		71.4	*	72.7	29.0	11
ALL	2009			57.1	57.1		57.1	57.1		*	*	57.1	—	7
	2010			57.6	56.3		58.1	*		52.9	62.5	57.6	—	33
	2011			56.5	55.6		54.5	54.5		59.3	52.6	56.5	—	46


NUMBER TESTED IN ALL GRADES													
2009	0	0	7	7	0	7	7	0	3	4	7	—	
2010	0	0	33	32	0	31	5	0	17	16	33	—	
2011	0	0	46	45	0	44	44	0	27	19	46	—	

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	93.7	8
	2011			100.0	100.0		100.0	100.0		*	100.0	100.0	93.2	13

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	8	8	0	7	1	0	3	5	8	4,216	
2011	0	0	13	13	0	13	13	0	5	8	13	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	266	8
	2011			0	0		0	0		*	0	0	346	13

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	8	8	0	7	1	0	3	5	8	4,216	
2011	0	0	13	13	0	13	13	0	5	8	13	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	2.5	96.9	93.8	98.4	92.2
	2011	2.9	96.2	97.1	96.2	89.4

¹Average rating on w ritten 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			37.5	37.5		28.6	*		*	*	37.5	30.4	8
	2011			84.6	84.6		84.6	84.6		*	100.0	84.6	27.7	13

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	8	8	0	7	1	0	3	5	8	4,216	
2011	0	0	13	13	0	13	13	0	5	8	13	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	4
	2010		*		*	*		*		*		*	81.1	4
	2011		*		*	*		*		*		*	81.7	3
4	2009		14.3		14.3	14.3		*		16.7	*	14.3	71.8	7
	2010		*		*	*		*		*	*	*	75.8	4
	2011		*		*	*		*		*	*	*	76.6	3
5	2009		*	*	83.3	85.7	*	*		83.3	*	85.7	80.3	7
	2010		100.0	*	100.0	100.0	*	100.0		100.0	*	100.0	93.9	9
	2011		*	*	100.0	100.0	*	*		100.0	*	100.0	95.1	8
3-5	2009		50.0	*	52.9	55.6	*	62.5		53.3	*	55.6	79.2	18
	2010		86.7	*	88.2	88.2	*	91.7		91.7	*	88.2	84.8	17
	2011		90.9	*	92.3	92.9	*	100.0		90.9	*	92.9	84.8	14

NUMBER TESTED IN GRADES 3-5													
2009	0	16	2	17	18	1	8	0	15	3	18	1,867	
2010	0	15	2	17	17	2	12	0	12	5	17	1,749	
2011	0	11	3	13	14	2	10	0	11	3	14	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	4
	2010		*		*	*		*		*		*	96	4
	2011		*		*	*		*		*		*	69	3
4	2009		6		6	6		*		5	*	6	192	7
	2010		*		*	*		*		*	*	*	126	4
	2011		*		*	*		*		*	*	*	123	3
5	2009		*	*	1	1	*	*		1	*	1	137	7
	2010		0	*	0	0	*	0		0	*	0	44	9
	2011		*	*	0	0	*	*		0	*	0	26	8
3-5	2009		8	*	8	8	*	3		7	*	8	389	18
	2010		2	*	2	2	*	1		1	*	2	266	17
	2011		1	*	1	1	*	0		1	*	1	218	14

NUMBER TESTED IN GRADES 3-5													
2009	0	16	2	17	18	1	8	0	15	3	18	1,867	
2010	0	15	2	17	17	2	12	0	12	5	17	1,749	
2011	0	11	3	13	14	2	10	0	11	3	14	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	29.8	14.3	31.0	25.0
	2010	*	*	*	*
	2011	*	*	*	*
5	2009	76.6	81.0	85.7	77.9
	2010	77.8	90.7	83.3	79.8
	2011	70.5	89.6	70.8	67.0
3-5	2009	52.5	47.2	58.7	54.8
	2010	72.9	83.3	79.2	70.9
	2011	70.1	83.3	69.0	69.9

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		*		*	*		*		*	*	*	16.2	4
	2010		*		*	*		*		*		*	19.1	4
	2011		*		*	*		*		*		*	20.9	3
4	2009		0.0		0.0	0.0		*		0.0	*	0.0	8.9	7
	2010		*		*	*		*		*	*	*	15.2	4
	2011		*		*	*		*		*	*	*	13.7	3
5	2009		*	*	16.7	28.6	*	*		33.3	*	28.6	14.1	7
	2010		28.6	*	22.2	22.2	*	33.3		33.3	*	22.2	15.4	9
	2011		*	*	14.3	12.5	*	*		16.7	*	12.5	16.5	8
3-5	2009		12.5	*	5.9	11.1	*	12.5		13.3	*	11.1	12.7	18
	2010		26.7	*	23.5	23.5	*	33.3		33.3	*	23.5	16.4	17
	2011		18.2	*	15.4	14.3	*	20.0		18.2	*	14.3	16.6	14

NUMBER TESTED IN GRADES 3-5													
2009	0	16	2	17	18	1	8	0	15	3	18	1,867	
2010	0	15	2	17	17	2	12	0	12	5	17	1,749	
2011	0	11	3	13	14	2	10	0	11	3	14	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	4
	2010		*		*	*		*		*		*	78.3	2
	2011		*		*	*		*		*		*	82.7	3
4	2009		16.7	*	28.6	28.6		*		33.3	*	28.6	75.8	7
	2010		*		*	*		*		*	*	*	80.6	5
	2011		*		*	*		*		*	*	*	80.2	3
5	2009		71.4	*	75.0	77.8	*	83.3		75.0	*	77.8	80.2	9
	2010		100.0	*	100.0	100.0	*	100.0		100.0	*	100.0	86.4	9
	2011		*	*	*	100.0	*	*		*	*	100.0	88.1	6
3-5	2009		35.3	*	42.1	45.0	*	70.0		47.1	*	45.0	78.8	20
	2010		92.3	*	93.3	93.8	*	91.7		90.9	*	93.8	82.4	16
	2011		88.9	*	90.9	91.7	*	100.0		90.0	*	91.7	83.8	12

NUMBER TESTED IN GRADES 3-5													
2009	0	17	3	19	20	1	10	0	17	3	20	1,743	
2010	0	13	3	15	16	2	12	0	11	5	16	1,615	
2011	0	9	3	11	12	2	9	0	10	2	12	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	4
	2010		*		*	*		*		*		*	102	2
	2011		*		*	*		*		*		*	63	3
4	2009		5	*	5	5		*		4	*	5	157	7
	2010		*		*	*		*		*	*	*	92	5
	2011		*		*	*		*		*	*	*	101	3
5	2009		2	*	2	2	*	1		2	*	2	127	9
	2010		0	*	0	0	*	0		0	*	0	91	9
	2011		*	*	*	0	*	*		*	*	0	60	6
3-5	2009		11	*	11	11	*	3		9	*	11	369	20
	2010		1	*	1	1	*	1		1	*	1	285	16
	2011		1	*	1	1	*	0		1	*	1	224	12

NUMBER TESTED IN GRADES 3-5													
2009	0	17	3	19	20	1	10	0	17	3	20	1,743	
2010	0	13	3	15	16	2	12	0	11	5	16	1,615	
2011	0	9	3	11	12	2	9	0	10	2	12	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	47.6	28.6	51.4	45.7	61.9	28.6
	2010	*	*	*	*	*	*
	2011	*	*	*	*	*	*
5	2009	56.8	66.7	59.3	57.4	70.4	55.6
	2010	80.2	81.5	64.8	79.6	70.4	80.0
	2011	61.1	75.0	72.2	69.4	83.3	83.3
3-5	2009	47.8	49.0	53.7	46.8	55.0	42.5
	2010	75.0	82.9	70.2	61.0	72.9	73.1
	2011	66.7	65.8	71.1	56.4	61.1	79.2

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		*		*	*		*		*	*	*	22.3	4
	2010		*		*	*		*		*		*	13.4	2
	2011		*		*	*		*		*		*	20.6	3
4	2009		16.7	*	14.3	14.3		*		16.7	*	14.3	14.0	7
	2010		*		*	*		*		*	*	*	20.2	5
	2011		*		*	*		*		*	*	*	25.3	3
5	2009		0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	17.2	9
	2010		0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	18.9	9
	2011		*	*	*	16.7	*	*		*	*	16.7	20.0	6
3-5	2009		5.9	*	5.3	5.0	*	10.0		5.9	*	5.0	17.3	20
	2010		15.4	*	13.3	12.5	*	16.7		9.1	*	12.5	17.7	16
	2011		0.0	*	9.1	8.3	*	11.1		10.0	*	8.3	22.1	12

NUMBER TESTED IN GRADES 3-5													
2009	0	17	3	19	20	1	10	0	17	3	20	1,743	
2010	0	13	3	15	16	2	12	0	11	5	16	1,615	
2011	0	9	3	11	12	2	9	0	10	2	12	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	*		*	54.4	1
	2010	66.7	91.7	81.0	61.2	84
	2011	84.0	83.9	83.9	63.3	56
1	2009	12.2	54.0	35.2	54.2	91
	2010	64.0	87.5	78.5	55.2	65
	2011	37.5	69.2	57.1	58.1	63
2	2009	18.8	66.7	36.0	47.9	75
	2010	39.4	69.2	47.8	48.6	92
	2011	36.8	73.9	50.8	50.7	61
5	2009					0
	2010					0
	2011	25.9	52.8	43.8	36.2	80
1-5	2009	15.7	58.4	35.5	51.0	166
	2010	46.2	80.3	60.5	51.9	157
	2011	33.7	62.6	50.0	47.2	204

Number Tested	2009	90	77	167	15,925	
	2010	127	114	241	20,252	
	2011	114	146	260	29,763	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009	50.0	65.9	58.9	52.8	73
	2010	70.5	75.5	72.7	51.2	110
	2011	90.2	78.1	84.9	56.8	73
1	2009	16.7	22.0	19.6	50.4	92
	2010	75.6	83.3	79.5	48.8	83
	2011	63.2	62.1	62.7	53.1	67
2	2009	17.0	57.1	32.0	53.2	75
	2010	41.2	81.5	50.9	54.6	112
	2011	20.0	48.0	28.8	56.8	80
5	2009					0
	2010					0
	2011	23.1	47.1	36.7	44.8	90
K-5	2009	25.6	45.4	35.4	52.3	240
	2010	58.3	79.7	66.6	51.5	305
	2011	46.8	57.7	51.6	53.3	310

Number Tested	2009	121	119	240	30,563	
	2010	187	118	305	40,163	
	2011	173	137	310	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	1
	2010		80.8	83.3	81.5	*		66.7		80.9	81.1	81.0	61.2	84
	2011		86.0	66.7	83.0	*		84.0		74.1	93.1	83.9	63.3	56
1	2009	*	32.6	*	32.9	*	*	12.2		34.0	36.4	35.2	54.2	91
	2010		77.8	*	80.3	*	*	64.0		77.4	79.4	78.5	55.2	65
	2011		57.6	*	56.5			37.5		55.9	58.6	57.1	58.1	63
2	2009		34.7	*	35.6	0.0	*	18.8		35.3	36.6	36.0	47.9	75
	2010		48.3	*	46.7	*	*	39.4		51.0	44.2	47.8	48.6	92
	2011		50.0		48.3	*		36.8		43.3	58.1	50.8	50.7	61
1-2	2009	*	33.5	71.4	34.2	11.1	*	15.7		34.6	36.5	35.5	51.0	166
	2010		60.7	57.1	60.3	*	*	46.2		61.3	59.7	60.5	51.9	157
	2011		53.8	*	52.5	*		37.1		50.0	58.3	54.0	54.4	124
5	2009													0
	2010													0
	2011		42.1	*	45.9	0.0	*	25.9		40.0	47.5	43.8	36.2	80
1-5	2009	*	33.5	71.4	34.2	11.1	*	15.7		34.6	36.5	35.5	51.0	166
	2010		60.7	57.1	60.3	*	*	46.2		61.3	59.7	60.5	51.9	157
	2011		49.2	71.4	50.0	0.0	*	33.7		46.2	54.0	50.0	47.2	204

Number Tested	2009	1	158	7	158	9	3	89	0	81	85	166	14,637
	2010	0	150	7	151	4	2	91	0	80	77	157	13,990
	2011	0	195	7	194	9	1	89	0	104	100	204	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	1
	2010		44	2	44	*		10		29	17	46	1,717	84
	2011		34	4	36	*		16		17	21	38	2,106	56
1	2009	*	9	*	6	*	*	0		5	4	9	1,659	91
	2010		33	*	31	*	*	7		11	22	33	1,729	65
	2011		16	*	17			1		7	10	17	1,963	63
2	2009		5	*	5	0	*	0		4	1	5	1,027	75
	2010		9	*	8	*	*	4		4	5	9	954	92
	2011		5		5	*		1		1	4	5	1,020	61
1-2	2009	*	14	0	11	0	*	0		9	5	14	2,688	166
	2010		42	0	39	*	*	11		15	27	42	2,683	157
	2011		21	*	22	*		2		8	14	22	2,983	124
5	2009													0
	2010													0
	2011		11	*	11	0	*	0		5	7	12	701	80
1-5	2009	*	14	0	11	0	*	0		9	5	14	2,688	166
	2010		42	0	39	*	*	11		15	27	42	2,683	157
	2011		32	2	33	0	*	2		13	21	34	3,694	204

Number Tested	2009	1	158	7	158	9	3	89	0	81	85	166	14,637
	2010	0	150	7	151	4	2	91	0	80	77	157	13,990
	2011	0	195	7	194	9	1	89	0	104	100	204	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		54.2	78.6	57.1	*	72.7	50.0		51.6	64.3	58.9	52.8	73
	2010		71.8	75.0	72.0	*	76.9	70.5		71.7	74.0	72.7	51.2	110
	2011		82.0	91.3	85.5	*	100.0	90.2		77.8	91.9	84.9	56.8	73
1	2009	*	18.6	*	16.3	*	*	16.7		22.9	15.9	19.6	50.4	92
	2010		75.8	90.5	81.0	*	90.0	75.6		75.0	83.7	79.5	48.8	83
	2011		60.5	66.7	62.7		66.7	63.2		59.5	66.7	62.7	53.1	67
2	2009		32.4	*	32.9	0.0	*	17.0		33.3	31.0	32.0	53.2	75
	2010		59.6	17.4	50.0	*	10.0	41.2		55.7	45.1	50.9	54.6	112
	2011		32.8	11.1	28.6	*	10.5	20.0		34.3	24.4	28.8	56.8	80
K-2	2009	*	32.9	60.9	34.1	20.0	64.3	25.6		33.9	36.7	35.4	52.3	240
	2010		68.1	61.8	66.2	25.0	60.6	58.3		66.5	66.7	66.6	51.5	305
	2011		56.5	60.0	57.7	0.0	57.9	53.7		57.4	58.0	57.7	55.6	220
5	2009													0
	2010													0
	2011		30.7	64.3	36.5	0.0	58.3	23.1		34.8	38.6	36.7	44.8	90
K-5	2009	*	32.9	60.9	34.1	20.0	64.3	25.6		33.9	36.7	35.4	52.3	240
	2010		68.1	61.8	66.2	25.0	60.6	58.3		66.5	66.7	66.6	51.5	305
	2011		48.0	60.8	51.7	0.0	58.0	46.8		50.6	52.6	51.6	53.3	310

Number Tested	2009	1	216	23	229	10	14	121	0	112	128	240	30,563
	2010	0	229	76	296	8	66	187	0	161	144	305	40,163
	2011	0	229	79	298	14	69	173	0	154	156	310	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		12	1	12	*	1	2		4	9	13	2,455	73
	2010		25	12	36	*	10	16		20	17	37	2,358	110
	2011		23	15	37	*	12	22		17	21	38	2,815	73
1	2009	*	3	*	2	*	*	0		3	0	3	1,577	92
	2010		20	8	27	*	8	13		11	17	28	2,266	83
	2011		9	10	19		9	10		7	12	19	2,716	67
2	2009		4	*	4	0	*	2		1	3	4	1,686	75
	2010		18	1	18	*	0	8		10	9	19	2,484	112
	2011		2	0	2	*	0	0		1	2	3	2,746	80
K-2	2009	*	19	1	18	1	1	4		8	12	20	5,718	240
	2010		63	21	81	1	18	37		41	43	84	7,108	305
	2011		34	25	58	0	21	32		25	35	60	8,277	220
5	2009													0
	2010													0
	2011		4	1	5	0	1	1		3	2	5	1,395	90
K-5	2009	*	19	1	18	1	1	4		8	12	20	5,718	240
	2010		63	21	81	1	18	37		41	43	84	7,108	305
	2011		38	26	63	0	22	33		28	37	65	9,696	310

Number Tested	2009	1	216	23	229	10	14	121	0	112	128	240	30,563
	2010	0	229	76	296	8	66	187	0	161	144	305	40,163
	2011	0	229	79	298	14	69	173	0	154	156	310	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	*	33.7	72.0	40.6	*	78.9	39.0		51.7	31.5	42.0	66.0	112
	2010		68.3	75.0	70.9	*	73.7	61.0		66.7	72.7	69.9	63.5	83
	2011		55.2	69.2	59.0		71.4	58.1		52.2	68.4	59.5	66.7	84
2	2009		22.5	29.6	25.0	11.1	29.2	21.4		30.4	19.2	24.5	60.9	98
	2010		51.7	30.4	47.2	*	30.0	38.6		49.2	45.1	47.3	61.4	110
	2011		29.5	22.2	28.6	*	26.3	23.6		31.4	26.7	28.8	62.0	80
1-2	2009	*	28.7	50.0	33.2	18.2	51.2	29.5		42.3	25.5	33.8	63.5	210
	2010		58.7	51.2	57.2	*	51.3	46.0		56.1	57.9	57.0	62.5	193
	2011		42.0	50.0	44.4	*	50.0	38.8		43.2	45.8	44.5	64.4	164
5	2009													0
	2010													0
	2011		43.4	73.3	47.1	14.3	76.9	37.5		42.6	55.6	48.9	48.6	92
1-5	2009	*	28.7	50.0	33.2	18.2	51.2	29.5		42.3	25.5	33.8	63.5	210
	2010		58.7	51.2	57.2	*	51.3	46.0		56.1	57.9	57.0	62.5	193
	2011		42.6	55.9	45.3	11.1	56.6	38.4		43.0	49.2	46.1	59.7	256

Number Tested	2009	1	157	52	202	11	43	129	0	104	106	210	27,480
	2010	0	150	43	187	4	39	124	0	98	95	193	26,937
	2011	0	195	59	247	9	53	138	0	128	128	256	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	*	9	12	18	*	11	13		13	8	21	4,597	112
	2010		21	4	24	*	4	10		9	16	25	4,129	83
	2011		16	15	31		12	15		14	17	31	4,427	84
2	2009		2	2	4	0	2	2		3	1	4	3,822	98
	2010		16	1	16	*	1	8		11	6	17	3,776	110
	2011		1	0	0	*	0	0		0	1	1	3,810	80
1-2	2009	*	11	14	22	0	13	15		16	9	25	8,419	210
	2010		37	5	40	*	5	18		20	22	42	7,905	193
	2011		17	15	31	*	12	15		14	18	32	8,237	164
5	2009													0
	2010													0
	2011		3	2	5	0	1	1		2	3	5	1,416	92
1-5	2009	*	11	14	22	0	13	15		16	9	25	8,419	210
	2010		37	5	40	*	5	18		20	22	42	7,905	193
	2011		20	17	36	0	13	16		16	21	37	9,660	256

Number Tested	2009	1	157	52	202	11	43	129	0	104	106	210	27,480
	2010	0	150	43	187	4	39	124	0	98	95	193	26,937
	2011	0	195	59	247	9	53	138	0	128	128	256	38,176

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2009												88.6	0
	2010			91.3	91.3		91.3	90.9		90.0	92.3	91.3	89.3	23
	2011			100.0	100.0		100.0	100.0		100.0	100.0	100.0	90.9	17
1	2009			90.0	90.0		88.9	88.2		90.0	90.0	90.0	88.6	20
	2010			100.0	100.0		100.0	100.0		100.0	100.0	100.0	89.1	19
	2011			80.0	80.0		85.7	84.6		75.0	85.7	80.0	89.4	15
2	2009			95.7	95.7	*	95.5	95.7		100.0	90.0	95.7	94.0	23
	2010			94.7	94.7		94.7	94.4		90.9	100.0	94.7	93.8	19
	2011		*	89.5	90.5		90.0	89.5		100.0	85.7	90.5	94.9	21
K-2	2009			93.0	93.0	*	92.5	92.5		95.7	90.0	93.0	90.4	43
	2010			95.1	95.1		95.1	94.8		93.3	96.8	95.1	90.7	61
	2011		*	90.2	90.4		92.2	91.7		91.7	89.7	90.6	91.7	53
5	2009													0
	2010													0
	2011			85.7	85.7	*	85.7	85.7		77.8	*	85.7	93.5	14
K-5	2009			93.0	93.0	*	92.5	92.5		95.7	90.0	93.0	90.4	43
	2010			95.1	95.1		95.1	94.8		93.3	96.8	95.1	90.7	61
	2011		*	89.2	89.4	*	90.8	90.3		87.9	91.2	89.6	91.9	67

Number Tested	2009	0	0	43	43	2	40	40	0	23	20	43	19,076
	2010	0	0	61	61	0	61	58	0	30	31	61	19,041
	2011	0	2	65	66	2	65	62	0	33	34	67	21,141

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2009												3,525	0
	2010			16	16		16	15		8	8	16	3,523	23
	2011			9	8		9	9		4	5	9	3,964	17
1	2009			16	16		14	13		9	7	16	2,523	20
	2010			14	14		14	13		6	8	14	2,529	19
	2011			11	11		11	10		6	5	11	2,459	15
2	2009			5	5	*	5	5		3	2	5	2,909	23
	2010			7	7		7	6		3	4	7	3,040	19
	2011		*	11	11		11	10		5	6	11	3,227	21
K-2	2009			21	21	*	19	18		12	9	21	8,957	43
	2010			37	37		37	34		17	20	37	9,092	61
	2011		*	31	30		31	29		15	16	31	9,650	53
5	2009													0
	2010													0
	2011			10	10	*	10	10		5	*	10	856	14
K-5	2009			21	21	*	19	18		12	9	21	8,957	43
	2010			37	37		37	34		17	20	37	9,092	61
	2011		*	41	40	*	41	39		20	21	41	10,519	67

Number Tested	2009	0	0	43	43	2	40	40	0	23	20	43	19,076
	2010	0	0	61	61	0	61	58	0	30	31	61	19,041
	2011	0	2	65	66	2	65	62	0	33	34	67	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	0.0	1	0.0	3	33.3	5	20.0
ALL	1	0.0	1	0.0	3	33.3	5	20.0

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
KN (16)	Beginning	3	18.8	12	75.0	14	87.5	15	93.8	15	93.8
	Intermediate	13	81.3	4	25.0	2	12.5	1	6.3	1	6.3
	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 (22)	Beginning	4	18.2	4	18.2	8	36.4	10	45.5	10	45.5
	Intermediate	6	27.3	6	27.3	8	36.4	2	9.1	2	9.1
	Advanced	8	36.4	7	31.8	4	18.2	9	40.9	9	40.9
	Advanced High	4	18.2	5	22.7	2	9.1	1	4.5	1	4.5
2 (20)	Beginning	0	0.0	0	0.0	9	45.0	5	25.0	5	25.0
	Intermediate	0	0.0	2	10.0	6	30.0	6	30.0	6	30.0
	Advanced	4	20.0	9	45.0	5	25.0	7	35.0	7	35.0
	Advanced High	16	80.0	9	45.0	0	0.0	2	10.0	2	10.0
3 (17)	Beginning	0	0.0	0	0.0	1	5.9	4	23.5	4	23.5
	Intermediate	0	0.0	8	47.1	10	58.8	4	23.5	4	23.5
	Advanced	10	58.8	5	29.4	6	35.3	3	17.6	3	17.6
	Advanced High	7	41.2	4	23.5	0	0.0	6	35.3	6	35.3
4 (23)	Beginning	1	4.3	1	4.3	1	4.3	2	8.7	2	8.7
	Intermediate	3	13.0	6	26.1	8	34.8	6	26.1	6	26.1
	Advanced	17	73.9	12	52.2	13	56.5	6	26.1	6	26.1
	Advanced High	2	8.7	4	17.4	1	4.3	9	39.1	9	39.1

**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	-	-	-	
20 12 (60.0%)	Beginning	8			
	Intermediate	2	0		
	Advanced	8	1	0	
	Advanced High	1	0	0	
18 11 (61.1%)	Beginning	5			
	Intermediate	4	1		
	Advanced	5	0	1	
	Advanced High	0	2	0	
17 11 (64.7%)	Beginning	4			
	Intermediate	2	2		
	Advanced	0	3	0	
	Advanced High	0	3	3	
22 14 (63.6%)	Beginning	2			
	Intermediate	2	4		
	Advanced	1	3	2	
	Advanced High	0	0	8	

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
5 (15)	Beginning	0	0.0	0	0.0	3	20.0	1	6.7	1	6.7
	Intermediate	4	26.7	3	20.0	3	20.0	2	13.3	2	13.3
	Advanced	6	40.0	9	60.0	6	40.0	2	13.3	2	13.3
	Advanced High	5	33.3	3	20.0	3	20.0	10	66.7	10	66.7
ALL (113)	Beginning	8	7.1	17	15.0	36	31.9	37	32.7	37	32.7
	Intermediate	26	23.0	29	25.7	37	32.7	21	18.6	21	18.6
	Advanced	45	39.8	42	37.2	34	30.1	27	23.9	27	23.9
	Advanced High	34	30.1	25	22.1	6	5.3	28	24.8	28	24.8

**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	2	0		
	Advanced	0	2	0	
	Advanced High	0	0	10	
91 <hr/> 62 (68.1%)	Beginning	19			
	Intermediate	12	7		
	Advanced	14	9	3	
	Advanced High	1	5	21	

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