

DATA PACKET

for 2011-12 planning

School Number 181

MAPLE LAWN



**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	46
KN	84
1	79
2	70
3	74
4	54
5	58
ALL	465

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	13	2.8	2	6.9
American Indian/Alaska Native	2	0.4	*	*
Asian/Hawaiian/Pacific Islander	4	0.9	*	*
Hispanic	440	94.6	14	48.3
White	4	0.9	12	41.4
Multiple	2	0.4	0	0.0
Other* (teachers only)	—	—	1	3.4
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	389	83.7
Economically disadvantaged	455	97.8
Limited English proficient (LEP)	354	76.1
Special education	27	5.8
Talented and Gifted (TAG)	42	9.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2009	60	2	3.3	1	1.7	0	0.0	57	95.0	0	0.0	—	—
	2010	76	3	3.9	0	0.0	1	1.3	72	94.7	0	0.0	—	—
	2011	46	3	6.5	0	0.0	0	0.0	43	93.5	0	0.0	0	0.0
KN	2009	73	1	1.4	0	0.0	2	2.7	67	91.8	3	4.1	—	—
	2010	73	1	1.4	1	1.4	0	0.0	70	95.9	1	1.4	—	—
	2011	84	5	6.0	0	0.0	2	2.4	77	91.7	0	0.0	0	0.0
1	2009	76	3	3.9	0	0.0	2	2.6	71	93.4	0	0.0	—	—
	2010	71	1	1.4	0	0.0	0	0.0	67	94.4	3	4.2	—	—
	2011	79	1	1.3	2	2.5	0	0.0	75	94.9	0	0.0	1	1.3
2	2009	62	0	0.0	0	0.0	0	0.0	62	100.0	0	0.0	—	—
	2010	74	2	2.7	0	0.0	3	4.1	68	91.9	1	1.4	—	—
	2011	70	2	2.9	0	0.0	0	0.0	64	91.4	4	5.7	0	0.0
3	2009	57	1	1.8	0	0.0	1	1.8	55	96.5	0	0.0	—	—
	2010	61	0	0.0	0	0.0	0	0.0	61	100.0	0	0.0	—	—
	2011	74	2	2.7	0	0.0	2	2.7	69	93.2	0	0.0	1	1.4
4	2009	69	2	2.9	0	0.0	0	0.0	66	95.7	1	1.4	—	—
	2010	53	0	0.0	0	0.0	0	0.0	52	98.1	1	1.9	—	—
	2011	54	0	0.0	0	0.0	0	0.0	54	100.0	0	0.0	0	0.0
5	2009	52	0	0.0	0	0.0	1	1.9	51	98.1	0	0.0	—	—
	2010	73	2	2.7	0	0.0	0	0.0	70	95.9	1	1.4	—	—
	2011	58	0	0.0	0	0.0	0	0.0	58	100.0	0	0.0	0	0.0
PK-5	2009	449	9	2.0	1	0.2	6	1.3	429	95.5	4	0.9	—	—
	2010	481	9	1.9	1	0.2	4	0.8	460	95.6	7	1.5	—	—
	2011	465	13	2.8	2	0.4	4	0.9	440	94.6	4	0.9	2	0.4

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	60	58	96.7	46	76.7	0	0.0	48	80.0	0	0.0	60	100.0	0.0
	2010	76	76	100.0	62	81.6	1	1.3	63	82.9	0	0.0	75	98.7	1.3
	2011	46	44	95.7	34	73.9	1	2.2	34	73.9	0	0.0	46	100.0	0.0
KN	2009	73	70	95.9	50	68.5	4	5.5	51	69.9	2	2.7	25	34.2	1.4
	2010	73	72	98.6	54	74.0	5	6.8	63	86.3	2	2.7	22	30.1	5.5
	2011	84	80	95.2	65	77.4	3	3.6	71	84.5	0	0.0	21	25.0	0.0
1	2009	76	74	97.4	58	76.3	3	3.9	61	80.3	3	3.9	6	7.9	3.9
	2010	71	68	95.8	54	76.1	7	9.9	55	77.5	3	4.2	3	4.2	4.2
	2011	79	79	100.0	64	81.0	8	10.1	74	93.7	2	2.5	3	3.8	12.7
2	2009	62	62	100.0	47	75.8	3	4.8	51	82.3	6	9.7	4	6.5	8.1
	2010	74	70	94.6	56	75.7	4	5.4	65	87.8	9	12.2	5	6.8	4.1
	2011	70	68	97.1	48	68.6	6	8.6	58	82.9	6	8.6	5	7.1	7.1
3	2009	57	55	96.5	46	80.7	4	7.0	51	89.5	5	8.8	4	7.0	1.8
	2010	61	61	100.0	45	73.8	2	3.3	49	80.3	6	9.8	7	11.5	0.0
	2011	74	73	98.6	58	78.4	3	4.1	64	86.5	10	13.5	10	13.5	1.4
4	2009	69	68	98.6	43	62.3	7	10.1	48	69.6	12	17.4	3	4.3	5.8
	2010	53	52	98.1	42	79.2	3	5.7	42	79.2	12	22.6	2	3.8	0.0
	2011	54	53	98.1	39	72.2	3	5.6	42	77.8	10	18.5	5	9.3	0.0
5	2009	52	50	96.2	20	38.5	5	9.6	31	59.6	6	11.5	1	1.9	3.8
	2010	73	71	97.3	34	46.6	9	12.3	44	60.3	12	16.4	7	9.6	0.0
	2011	58	58	100.0	46	79.3	3	5.2	46	79.3	14	24.1	3	5.2	1.7
PK-5	2009	449	437	97.3	310	69.0	26	5.8	341	75.9	34	7.6	103	22.9	3.6
	2010	481	470	97.7	347	72.1	31	6.4	381	79.2	44	9.1	121	25.2	2.3
	2011	465	455	97.8	354	76.1	27	5.8	389	83.7	42	9.0	93	20.0	3.7

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	74.1	13,515.0	71.6	96.6	12,939.1	95.7	14	18.9	22.3	64	11,501	86.3	85.1
	2010	71.7	13,234.2	68.7	95.7	12,616.4	95.3	7	9.8	21.7	66	11,233	92.0	84.9
	2011	83.5	13,210.6	80.3	96.2	12,645.0	95.7	9	10.8	21.5	77	11,602	92.3	87.8
1	2009	78.3	14,250.8	75.9	97.0	13,719.9	96.3	11	14.1	20.5	68	12,300	86.9	86.3
	2010	69.0	13,848.4	66.2	96.0	13,286.3	95.9	8	11.6	20.3	62	11,978	89.9	86.5
	2011	77.9	13,458.2	75.4	96.7	12,967.0	96.4	6	7.7	19.0	74	12,047	94.9	89.5
2	2009	61.9	13,950.1	60.3	97.5	13,499.0	96.8	11	17.8	18.5	56	12,231	90.5	87.7
	2010	72.1	13,440.8	70.2	97.3	12,947.4	96.3	6	8.3	19.2	70	11,794	97.0	87.7
	2011	67.2	13,012.8	64.7	96.3	12,592.7	96.8	9	13.4	17.1	61	11,853	90.8	91.1
3	2009	57.5	13,095.5	56.4	98.1	12,710.6	97.1	1	1.7	18.2	57	11,634	99.1	88.8
	2010	59.4	13,291.1	58.0	97.7	12,853.9	96.7	6	10.1	17.8	56	11,815	94.3	88.9
	2011	73.2	12,619.0	71.2	97.4	12,254.0	97.1	7	9.6	16.7	71	11,604	97.0	92.0
4	2009	70.4	12,156.4	68.5	97.3	11,789.9	97.0	11	15.6	17.9	65	10,731	92.3	88.3
	2010	53.1	12,299.7	51.7	97.4	11,900.0	96.8	7	13.2	17.3	50	10,987	94.2	89.3
	2011	52.3	12,506.4	51.3	98.0	12,149.9	97.1	7	13.4	15.7	51	11,544	97.5	92.3
5	2009	52.9	11,903.5	52.1	98.5	11,552.9	97.1	4	7.6	17.3	50	10,563	94.5	88.7
	2010	70.4	11,687.8	67.7	96.1	11,310.1	96.8	10	14.2	17.1	61	10,453	86.6	89.4
	2011	56.2	11,742.5	54.8	97.6	11,419.3	97.2	1	1.8	8.3	56	10,892	99.7	92.8
KN-5	2009	425.3	83,476.5	414.1	97.4	80,586.5	96.5	130	30.6	30.6	412	76,517	96.9	91.7
	2010	395.7	77,802.0	382.5	96.7	74,914.0	96.3	44	11.1	18.9	365	68,260	92.2	87.7
	2011	410.2	76,549.5	397.7	96.9	74,027.9	96.7	39	9.5	16.6	390	69,542	95.1	90.8

Teachers: 29

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	2	6.9
Hispanic	14	48.3
White	12	41.4
Multiple categories	0	0.0
Other	1	3.4

Gender	Number	Percentage
Female	16	55.2
Male	13	44.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	5.9	NA
2009-10	7.2	NA
2010-11	8.7	85.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.4
1	1	3.4
2	1	3.4
3	1	3.4
4	4	13.8
5	2	6.9
1-3	3	10.3
More than 3	25	86.2
1 - 5	9	31.0
6 - 10	11	37.9
11 - 20	5	17.2
More than 20	3	10.3

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		*	100.0	100.0		*	100.0		100.0	100.0	100.0	87.3	13
	2010			85.7	85.7		66.7	62.5		77.8	91.7	85.7	85.4	21
	2011		*	84.6	83.3	*	80.0	76.2		80.0	90.9	83.9	82.0	31
4	2009	*	*	64.2	63.6	*	60.0	58.3		60.0	69.2	64.3	75.8	56
	2010	*	*	78.6	80.0	*	*	*		71.4	88.9	81.3	77.9	16
	2011			89.5	88.9	*	*	88.9		77.8	100.0	89.5	78.6	19
5	2009			92.1	94.6	*	81.8	85.0		89.5	95.0	92.3	82.9	39
	2010	*	*	96.6	96.7	100.0	92.6	92.9		100.0	93.3	96.8	86.1	62
	2011			100.0	100.0	*	*	*		100.0	100.0	100.0	89.0	16
3-5	2009	*	*	78.4	78.6	*	68.2	71.4		74.5	83.0	78.7	81.5	108
	2010	*	*	91.5	91.8	75.0	83.8	84.6		91.7	92.2	91.9	83.4	99
	2011		*	90.2	89.1	*	87.0	82.9		83.8	96.6	89.4	83.6	66

NUMBER TESTED IN GRADES 3-5													
2009	1	3	102	103	4	44	63	0	55	53	108	28,126	
2010	2	3	94	97	8	37	39	0	48	51	99	24,751	
2011	0	2	61	64	4	23	35	0	37	29	66	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		*	0	0		*	0		0	0	0	960	13
	2010			3	3		2	3		2	1	3	1,039	21
	2011		*	4	5	*	3	5		4	1	5	1,214	31
4	2009	*	*	19	20	*	12	15		12	8	20	2,449	56
	2010	*	*	3	3	*	*	*		2	1	3	1,640	16
	2011			2	2	*	*	1		2	0	2	1,506	19
5	2009			3	2	*	2	3		2	1	3	1,793	39
	2010	*	*	2	2	0	2	2		0	2	2	1,427	62
	2011			0	0	*	*	*		0	0	0	919	16
3-5	2009	*	*	22	22	*	14	18		14	9	23	5,202	108
	2010	*	*	8	8	2	6	6		4	4	8	4,106	99
	2011		*	6	7	*	3	6		6	1	7	3,639	66

NUMBER TESTED IN GRADES 3-5													
2009	1	3	102	103	4	44	63	0	55	53	108	28,126	
2010	2	3	94	97	8	37	39	0	48	51	99	24,751	
2011	0	2	61	64	4	23	35	0	37	29	66	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	89.7	89.0	92.3	94.2
	2010	82.9	83.7	85.7	76.2
	2011	84.5	81.1	83.3	79.4
4	2009	79.4	73.0	71.7	73.2
	2010	82.1	87.5	88.4	80.0
	2011	82.1	83.6	85.7	80.0
5	2009	79.7	78.8	83.0	75.1
	2010	83.9	84.1	79.2	76.6
	2011	88.5	88.3	93.0	85.6
3-5	2009	80.8	77.0	78.3	76.4
	2010	83.4	84.5	82.1	77.0
	2011	84.8	83.5	86.4	81.1

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		*	63.6	54.5		*	28.6		50.0	71.4	61.5	34.1	13
	2010			38.1	38.1		33.3	12.5		22.2	50.0	38.1	37.1	21
	2011		*	38.5	40.0	*	40.0	28.6		35.0	54.5	41.9	33.6	31
4	2009	*	*	9.4	9.1	*	6.7	5.6		6.7	11.5	8.9	18.4	56
	2010	*	*	21.4	13.3	*	*	*		28.6	11.1	18.8	19.4	16
	2011			26.3	27.8	*	*	33.3		11.1	40.0	26.3	27.7	19
5	2009			13.2	13.5	*	9.1	10.0		10.5	15.0	12.8	18.5	39
	2010	*	*	13.6	13.1	0.0	3.7	3.6		12.5	13.3	12.9	23.6	62
	2011			25.0	25.0	*	*	*		25.0	25.0	25.0	28.1	16
3-5	2009	*	*	16.7	15.5	*	6.8	9.5		12.7	20.8	16.7	22.7	108
	2010	*	*	20.2	18.6	0.0	8.1	5.1		16.7	21.6	19.2	26.2	99
	2011		*	31.1	32.8	*	34.8	25.7		27.0	41.4	33.3	29.7	66

NUMBER TESTED IN GRADES 3-5													
2009	1	3	102	103	4	44	63	0	55	53	108	28,126	
2010	2	3	94	97	8	37	39	0	48	51	99	24,751	
2011	0	2	61	64	4	23	35	0	37	29	66	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		*	82.7	80.8	*	79.1	79.2		74.1	88.9	81.5	77.3	54
	2010			66.7	66.7	*	65.9	51.6		80.0	57.1	66.7	78.2	60
	2011		*	78.1	77.9	*	73.6	74.6		85.4	67.9	78.3	80.7	69
4	2009	*	*	80.3	79.4	*	71.8	73.3		78.8	80.6	79.7	79.4	64
	2010	*		93.9	93.9	*	92.3	72.7		88.0	100.0	94.0	81.8	50
	2011			94.0	93.9	*	91.4	92.5		91.3	96.3	94.0	82.6	50
5	2009			88.9	88.6	*	87.5	80.0		87.5	90.9	89.1	87.0	46
	2010	*	*	85.7	84.4	85.7	77.4	71.9		84.8	84.8	84.8	87.7	66
	2011			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	88.7	51
3-5	2009	*	*	83.5	82.4	66.7	77.6	77.1		79.8	86.3	82.9	81.0	164
	2010	*	*	81.4	80.9	81.8	78.1	63.5		84.3	78.5	81.3	82.3	176
	2011		*	89.7	89.3	75.0	86.6	87.1		91.0	87.7	89.4	83.9	170

NUMBER TESTED IN GRADES 3-5													
2009	1	3	158	159	9	98	118	0	84	80	164	33,546	
2010	2	2	172	173	11	114	74	0	83	93	176	34,834	
2011	0	2	165	168	8	127	139	0	89	81	170	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		*	9	10	*	9	10		7	3	10	2,781	54
	2010			20	20	*	15	15		5	15	20	2,739	60
	2011		*	14	15	*	14	15		6	9	15	2,370	69
4	2009	*	*	12	13	*	11	12		7	6	13	2,196	64
	2010	*		3	3	*	3	3		3	0	3	2,101	50
	2011			3	3	*	3	3		2	1	3	2,100	50
5	2009			5	5	*	2	5		3	2	5	1,386	46
	2010	*	*	9	10	1	7	9		5	5	10	1,314	66
	2011			0	0	*	0	0		0	0	0	1,274	51
3-5	2009	*	*	26	28	3	22	27		17	11	28	6,363	164
	2010	*	*	32	33	2	25	27		13	20	33	6,154	176
	2011		*	17	18	2	17	18		8	10	18	5,744	170

NUMBER TESTED IN GRADES 3-5													
2009	1	3	158	159	9	98	118	0	84	80	164	33,546	
2010	2	2	172	173	11	114	74	0	83	93	176	34,834	
2011	0	2	165	168	8	127	139	0	89	81	170	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	77.2	83.6	88.0	81.5	83.3	72.5
	2010	73.5	68.3	77.8	76.1	75.4	61.0
	2011	79.6	77.3	80.0	77.1	80.4	63.0
4	2009	83.5	82.1	74.7	78.4	69.1	67.0
	2010	90.4	89.4	85.3	85.0	88.5	70.8
	2011	89.6	89.4	89.7	85.3	85.5	81.0
5	2009	83.0	86.0	80.4	81.1	80.4	82.6
	2010	81.1	68.4	87.2	66.5	75.4	67.8
	2011	86.1	79.6	87.7	78.7	86.3	73.8
3-5	2009	81.3	83.7	80.7	80.2	77.0	73.2
	2010	81.2	74.4	83.5	75.0	79.1	66.3
	2011	84.5	81.5	85.1	80.0	83.7	71.5

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009		*	26.9	25.0	*	16.3	18.8		18.5	37.0	27.8	29.0	54
	2010			13.3	13.3	*	15.9	0.0		12.0	14.3	13.3	21.3	60
	2011		*	12.5	11.8	*	5.7	6.8		14.6	7.1	11.6	24.4	69
4	2009	*	*	23.0	22.2	*	15.4	15.6		24.2	19.4	21.9	31.6	64
	2010	*		38.8	36.7	*	30.8	9.1		32.0	44.0	38.0	29.1	50
	2011			46.0	46.9	*	42.9	42.5		56.5	37.0	46.0	31.3	50
5	2009			33.3	36.4	*	25.0	20.0		37.5	31.8	34.8	38.4	46
	2010	*	*	23.8	23.4	14.3	12.9	9.4		24.2	21.2	22.7	34.5	66
	2011			31.4	31.4	*	25.6	25.0		20.0	42.3	31.4	32.5	51
3-5	2009	*	*	27.2	27.0	11.1	17.3	17.8		26.2	28.8	27.4	32.8	164
	2010	*	*	24.4	23.7	9.1	20.2	5.4		22.9	24.7	23.9	27.9	176
	2011		*	28.5	28.0	12.5	22.0	22.3		27.0	28.4	27.6	29.3	170

NUMBER TESTED IN GRADES 3-5													
2009	1	3	158	159	9	98	118	0	84	80	164	33,546	
2010	2	2	172	173	11	114	74	0	83	93	176	34,834	
2011	0	2	165	168	8	127	139	0	89	81	170	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	*	*	92.3	92.6	*	86.2	88.6		86.2	100.0	92.7	87.4	55
	2010	*	*	100.0	100.0		*	*		*	100.0	100.0	89.8	14
	2011			100.0	100.0		*	100.0		100.0	100.0	100.0	86.9	18

NUMBER TESTED IN GRADE 4													
2009	1	2	52	54	1	29	35	0	29	26	55	10,032	
2010	1	1	12	13	0	3	2	0	5	9	14	7,294	
2011	0	0	18	17	0	4	8	0	8	10	18	6,935	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009	*	*	4	4	*	4	4		4	0	4	1,264	55
	2010	*	*	0	0		*	*		*	0	0	744	14
	2011			0	0		*	0		0	0	0	908	18

NUMBER TESTED IN GRADE 4													
2009	1	2	52	54	1	29	35	0	29	26	55	10,032	
2010	1	1	12	13	0	3	2	0	5	9	14	7,294	
2011	0	0	18	17	0	4	8	0	8	10	18	6,935	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions ¹	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2009	2.1	80.5	73.4	84.1	90.5
	2010	2.3	82.1	91.1	95.5	86.6
	2011	2.2	94.4	88.9	93.1	88.9

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	*	*	15.4	14.8	*	0.0	2.9		10.3	19.2	14.5	21.0	55
	2010	*	*	33.3	23.1		*	*		*	33.3	28.6	23.8	14
	2011			16.7	17.6		*	25.0		12.5	20.0	16.7	22.4	18

NUMBER TESTED IN GRADE 4													
2009	1	2	52	54	1	29	35	0	29	26	55	10,032	
2010	1	1	12	13	0	3	2	0	5	9	14	7,294	
2011	0	0	18	17	0	4	8	0	8	10	18	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			82.5	82.1	*	76.9	77.3		76.2	90.0	82.9	75.9	41
	2010		*	70.0	68.9	*	53.3	48.3		67.7	71.0	69.4	81.4	62
	2011			93.9	93.9	*	91.9	92.1		96.0	91.7	93.9	80.9	49

NUMBER TESTED IN GRADE 5													
2009	0	0	40	39	1	13	22	0	21	20	41	10,550	
2010	0	2	60	61	3	30	29	0	31	31	62	10,576	
2011	0	0	49	49	2	37	38	0	25	24	49	10,176	

Shaded cells indicate percentages below 60 percent, the 2010-11 AEIS minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2009			7	7	*	3	5		5	2	7	2,542	41
	2010		*	18	19	*	14	15		10	9	19	1,965	62
	2011			3	3	*	3	3		1	2	3	1,942	49

NUMBER TESTED IN GRADE 5													
2009	0	0	40	39	1	13	22	0	21	20	41	10,550	
2010	0	2	60	61	3	30	29	0	31	31	62	10,576	
2011	0	0	49	49	2	37	38	0	25	24	49	10,176	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	87.8	88.6	86.2	65.6
	2010	82.1	81.2	83.2	65.2
	2011	86.7	86.6	86.6	87.5

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			17.5	20.5	*	15.4	9.1		23.8	15.0	19.5	29.1	41
	2010		*	15.0	14.8	*	6.7	6.9		19.4	9.7	14.5	32.8	62
	2011			34.7	34.7	*	27.0	26.3		40.0	29.2	34.7	34.0	49

NUMBER TESTED IN GRADES 5													
2009	0	0	40	39	1	13	22	0	21	20	41	10,550	
2010	0	2	60	61	3	30	29	0	31	31	62	10,576	
2011	0	0	49	49	2	37	38	0	25	24	49	10,176	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010-11.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	89.4	40
	2010			92.5	92.3	*	94.7	95.7		94.1	91.3	92.5	84.5	40
	2011			95.2	95.2	*	95.2	95.2		95.2	95.2	95.2	87.2	42
4	2009			42.9	42.9		42.9	33.3		*	50.0	42.9	72.7	7
	2010			94.3	94.3		94.3	88.9		88.9	100.0	94.3	84.4	35
	2011			96.8	96.8	*	96.8	96.8		92.9	100.0	96.8	85.0	31
5	2009			*	*		*	*		*	*	*	79.7	5
	2010			50.0	*	*	50.0	*		*	*	50.0	80.3	6
	2011			94.4	94.4		94.4	94.4		94.1	94.7	94.4	86.3	36
ALL	2009			92.3	92.3	*	92.3	92.0		95.8	89.3	92.3	—	52
	2010			90.1	89.9	*	91.1	86.5		89.5	90.7	90.1	—	81
	2011			95.4	95.4	*	95.4	95.4		94.2	96.5	95.4	—	109

NUMBER TESTED IN GRADES ALL													
2009	0	0	52	52	1	52	50	0	24	28	52	—	
2010	0	0	81	79	4	79	37	0	38	43	81	—	
2011	0	0	109	109	4	109	109	0	52	57	109	—	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009			0	0	*	0	0		0	0	0	514	40
	2010			3	3	*	2	1		1	2	3	863	40
	2011			2	2	*	2	2		1	1	2	710	42
4	2009			4	4		4	4		*	3	4	268	7
	2010			2	2		2	1		2	0	2	651	35
	2011			1	1	*	1	1		1	0	1	755	31
5	2009			*	*		*	*		*	*	*	86	5
	2010			3	*	*	3	*		*	*	3	120	6
	2011			2	2		2	2		1	1	2	398	36
ALL	2009			4	4	*	4	4		1	3	4	—	52
	2010			8	8	*	7	5		4	4	8	—	81
	2011			5	5	*	5	5		3	2	5	—	109

NUMBER TESTED IN GRADES ALL													
2009	0	0	52	52	1	52	50	0	24	28	52	—	
2010	0	0	81	79	4	79	37	0	38	43	81	—	
2011	0	0	109	109	4	109	109	0	52	57	109	—	

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	86.7	92.1	90.8	85.0
	2010	78.0	85.7	85.0	81.6
	2011	86.7	89.1	86.5	85.7
4	2009	66.7	57.1	59.2	51.4
	2010	81.3	83.9	85.3	83.7
	2011	82.6	89.5	87.6	86.1
5	2009	*	*	*	*
	2010	70.5	70.8	70.8	62.8
	2011	77.1	83.0	83.0	80.8
ALL	2009	84.1	86.5	85.3	79.6
	2010	78.9	83.8	84.1	81.1
	2011	82.4	87.2	85.6	84.2

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			50.0	50.0	*	50.0	50.0		45.0	55.0	50.0	30.6	40
	2010			52.5	53.8	*	55.3	39.1		35.3	65.2	52.5	39.6	40
	2011			59.5	59.5	*	59.5	59.5		57.1	61.9	59.5	43.5	42
4	2009			0.0	0.0		0.0	0.0		*	0.0	0.0	21.1	7
	2010			31.4	31.4		31.4	11.1		16.7	47.1	31.4	34.4	35
	2011			45.2	45.2	*	45.2	45.2		50.0	41.2	45.2	38.5	31
5	2009			*	*		*	*		*	*	*	15.3	5
	2010			16.7	*	*	16.7	*		*	*	16.7	21.2	6
	2011			27.8	27.8		27.8	27.8		29.4	26.3	27.8	29.0	36
ALL	2009			40.4	40.4	*	40.4	42.0		41.7	39.3	40.4	—	52
	2010			40.7	40.5	*	41.8	29.7		23.7	55.8	40.7	—	81
	2011			45.0	45.0	*	45.0	45.0		46.2	43.9	45.0	—	109


NUMBER TESTED IN ALL GRADES													
2009	0	0	52	52	1	52	50	0	24	28	52	—	
2010	0	0	81	79	4	79	37	0	38	43	81	—	
2011	0	0	109	109	4	109	109	0	52	57	109	—	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010-11.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009			100.0	100.0		100.0	100.0		*	100.0	100.0	87.1	7
	2010			100.0	100.0		100.0	100.0		100.0	100.0	100.0	93.7	35
	2011			93.8	93.8	*	93.8	93.8		86.7	100.0	93.8	93.2	32

NUMBER TESTED IN GRADE 4													
2009	0	0	7	7	0	7	6	0	1	6	7	981	
2010	0	0	35	35	0	35	9	0	18	17	35	4,216	
2011	0	0	32	32	2	32	32	0	15	17	32	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			0	0		0	0		*	0	0	127	7
	2010			0	0		0	0		0	0	0	266	35
	2011			2	2	*	2	2		2	0	2	346	32

NUMBER TESTED IN GRADE 4													
2009	0	0	7	7	0	7	6	0	1	6	7	981	
2010	0	0	35	35	0	35	9	0	18	17	35	4,216	
2011	0	0	32	32	2	32	32	0	15	17	32	5,054	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition ¹ : Effectiveness / Command of Conventions	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2009	2.1	78.6	69.6	98.2	73.2
	2010	2.3	93.6	97.1	94.6	93.6
	2011	2.2	91.4	91.0	89.5	88.7

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			14.3	14.3		14.3	16.7		*	16.7	14.3	20.4	7
	2010			22.9	22.9		22.9	22.2		11.1	35.3	22.9	30.4	35
	2011			25.0	25.0	*	25.0	25.0		13.3	35.3	25.0	27.7	32

NUMBER TESTED IN GRADE 4													
2009	0	0	7	7	0	7	6	0	1	6	7	981	
2010	0	0	35	35	0	35	9	0	18	17	35	4,216	
2011	0	0	32	32	2	32	32	0	15	17	32	5,054	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010-11.

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the ITBS

Grade	Year	READING TOTAL (**READING PROFILE TOTAL)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009				54.4	0
	2010	23.1	62.5	38.1	61.2	21
	2011	58.3	75.0	66.7	63.3	24
1	2009	27.8	40.0	33.3	54.2	33
	2010	26.7	75.0	48.1	55.2	27
	2011	41.2	83.3	52.2	58.1	23
2	2009	55.6	77.8	66.7	47.9	18
	2010	37.5	100.0	50.0	48.6	30
	2011	26.3	87.5	44.4	50.7	27
5	2009					0
	2010					0
	2011	*	45.5	31.3	36.2	16
1-5	2009	37.0	54.2	45.1	51.0	51
	2010	33.3	83.3	49.1	51.9	57
	2011	29.3	68.0	43.9	47.2	66

Number Tested	2009	27	24	51	15,925	
	2010	52	26	78	20,252	
	2011	53	37	90	29,763	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009	23.5	52.4	31.9	52.8	72
	2010	9.8	55.6	15.7	51.2	70
	2011	34.3	83.3	41.5	56.8	82
1	2009	44.3	68.8	49.4	50.4	77
	2010	39.6	50.0	41.8	48.8	67
	2011	43.1	66.7	44.9	53.1	78
2	2009	50.0	70.0	53.3	53.2	60
	2010	60.3	77.8	62.5	54.6	72
	2011	43.9	66.7	47.0	56.8	66
5	2009					0
	2010					0
	2011	34.1	63.6	40.0	44.8	55
K-5	2009	39.5	61.7	44.5	52.3	209
	2010	36.7	59.4	40.2	51.5	209
	2011	39.1	71.1	43.4	53.3	281

Number Tested	2009	162	47	209	30,563	
	2010	177	32	209	40,163	
	2011	243	38	281	51,019	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K**	2009												54.4	0
	2010	*	*	38.9	40.0	*	*	23.1		45.5	30.0	38.1	61.2	21
	2011		*	66.7	66.7		66.7	58.3		80.0	57.1	66.7	63.3	24
1	2009		*	28.6	33.3	*	33.3	27.8		20.0	53.8	33.3	54.2	33
	2010	*	*	47.8	45.8	*	25.0	26.7		31.3	72.7	48.1	55.2	27
	2011		*	50.0	50.0	*	50.0	41.2		57.1	44.4	52.2	58.1	23
2	2009			66.7	66.7		*	55.6		55.6	77.8	66.7	47.9	18
	2010	*	*	41.7	44.4	*	42.9	37.5		44.4	58.3	50.0	48.6	30
	2011	*	*	43.5	44.0	*	10.0	26.3		29.4	70.0	44.4	50.7	27
1-2	2009		*	43.5	45.8	*	36.8	37.0		31.0	63.6	45.1	51.0	51
	2010	*	*	44.7	45.1	*	34.6	33.3		38.2	65.2	49.1	51.9	57
	2011	*	*	46.5	46.8	28.6	27.8	33.3		41.9	57.9	48.0	54.4	50
5	2009													0
	2010													0
	2011			31.3	31.3	*	*	*		25.0	37.5	31.3	36.2	16
1-5	2009		*	43.5	45.8	*	36.8	37.0		31.0	63.6	45.1	51.0	51
	2010	*	*	44.7	45.1	*	34.6	33.3		38.2	65.2	49.1	51.9	57
	2011	*	*	42.4	42.9	22.2	22.7	29.3		38.5	51.9	43.9	47.2	66

Number Tested	2009	0	3	46	48	2	19	27	0	29	22	51	14,637
	2010	4	3	47	51	4	26	39	0	34	23	57	13,990
	2011	2	3	59	63	9	22	41	0	39	27	66	23,002

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K**	2009												304	0
	2010	*	*	2	2	*	*	1		2	0	2	1,717	21
	2011		*	4	4		2	3		3	2	5	2,106	24
1	2009		*	3	4	*	0	0		2	2	4	1,659	33
	2010	*	*	6	6	*	0	0		2	5	7	1,729	27
	2011		*	2	2	*	1	1		3	0	3	1,963	23
2	2009			4	4		*	0		2	2	4	1,027	18
	2010	*	*	2	3	*	0	0		1	3	4	954	30
	2011	*	*	2	1	*	0	0		1	1	2	1,020	27
1-2	2009		*	7	8	*	0	0		4	4	8	2,688	51
	2010	*	*	8	9	*	0	0		3	8	11	2,683	57
	2011	*	*	4	3	0	1	1		4	1	5	2,983	50
5	2009													0
	2010													0
	2011			0	0	*	*	*		0	0	0	701	16
1-5	2009		*	7	8	*	0	0		4	4	8	2,688	51
	2010	*	*	8	9	*	0	0		3	8	11	2,683	57
	2011	*	*	4	3	0	1	1		4	1	5	3,694	66

Number Tested	2009	0	3	46	48	2	19	27	0	29	22	51	14,637
	2010	4	3	47	51	4	26	39	0	34	23	57	13,990
	2011	2	3	59	63	9	22	41	0	39	27	66	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	*	*	27.3	30.4	*	22.0	23.5		34.1	29.0	31.9	52.8	72
	2010	*	*	14.9	15.9	*	5.6	9.8		16.1	15.4	15.7	51.2	70
	2011		*	38.2	39.2	*	31.3	34.3		50.0	35.4	41.5	56.8	82
1	2009		*	48.6	47.3	*	44.8	44.3		53.3	43.8	49.4	50.4	77
	2010	*	*	39.7	40.6	*	36.5	39.6		45.2	36.0	41.8	48.8	67
	2011		*	44.0	45.5	25.0	46.0	43.1		42.1	47.5	44.9	53.1	78
2	2009			53.3	53.3	*	45.7	50.0		50.0	56.3	53.3	53.2	60
	2010	*	*	60.6	60.9	*	61.8	60.3		66.7	56.7	62.5	54.6	72
	2011	*	*	48.4	45.3	*	41.7	43.9		53.5	34.8	47.0	56.8	66
K-2	2009	*	*	42.9	43.3	25.0	37.7	39.5		45.6	43.2	44.5	52.3	209
	2010	*	*	38.3	39.1	18.2	34.8	36.7		45.2	34.0	40.2	51.5	209
	2011	*	57.1	43.2	43.2	21.4	39.4	40.2		48.7	39.6	44.2	55.6	226
5	2009													0
	2010													0
	2011			40.0	40.7	*	35.7	34.1		37.0	42.9	40.0	44.8	55
K-5	2009	*	*	42.9	43.3	25.0	37.7	39.5		45.6	43.2	44.5	52.3	209
	2010	*	*	38.3	39.1	18.2	34.8	36.7		45.2	34.0	40.2	51.5	209
	2011	*	57.1	42.5	42.7	18.8	38.7	39.1		46.5	40.3	43.4	53.3	281

Number Tested	2009	3	4	198	203	8	154	162	0	114	95	209	30,563
	2010	5	4	196	202	11	161	177	0	115	94	209	40,163
	2011	2	7	268	274	16	217	243	0	142	139	281	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	*	*	3	4	*	3	3		2	2	4	2,455	72
	2010	*	*	0	0	*	0	0		0	0	0	2,358	70
	2011		*	5	5	*	4	5		4	3	7	2,815	82
1	2009		*	8	9	*	5	5		4	5	9	1,577	77
	2010	*	*	5	4	*	2	2		3	2	5	2,266	67
	2011		*	9	9	0	6	7		6	3	9	2,716	78
2	2009			7	7	*	4	4		2	5	7	1,686	60
	2010	*	*	13	15	*	8	11		10	5	15	2,484	72
	2011	*	*	7	6	*	3	3		5	2	7	2,746	66
K-2	2009	*	*	18	20	0	12	12		8	12	20	5,718	209
	2010	*	*	18	19	0	10	13		13	7	20	7,108	209
	2011	*	1	21	20	0	13	15		15	8	23	8,277	226
5	2009													0
	2010													0
	2011			2	2	*	1	1		1	1	2	1,395	55
K-5	2009	*	*	18	20	0	12	12		8	12	20	5,718	209
	2010	*	*	18	19	0	10	13		13	7	20	7,108	209
	2011	*	1	23	22	0	14	16		16	9	25	9,696	281

Number Tested	2009	3	4	198	203	8	154	162	0	114	95	209	30,563
	2010	5	4	196	202	11	161	177	0	115	94	209	40,163
	2011	2	7	268	274	16	217	243	0	142	139	281	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		*	66.7	66.2	*	67.2	65.6		68.9	65.6	67.5	66.0	77
	2010	*	*	61.9	62.5	*	61.5	62.3		66.7	56.0	62.7	63.5	67
	2011		*	54.7	55.8	25.0	58.7	54.2		52.6	57.5	55.1	66.7	78
2	2009			66.7	66.7	*	58.7	62.0		60.7	71.9	66.7	60.9	60
	2010	*	*	69.7	69.6	*	74.5	69.8		71.4	66.7	69.4	61.4	72
	2011	*	*	58.1	54.7	*	54.2	54.4		62.8	43.5	56.1	62.0	66
1-2	2009		*	66.7	66.4	*	63.5	64.0		65.8	68.8	67.2	63.5	137
	2010	*	*	65.9	66.2	25.0	68.2	66.4		69.0	61.8	66.2	62.5	139
	2011	*	*	56.2	55.3	25.0	56.8	54.3		58.0	52.4	55.6	64.4	144
5	2009													0
	2010													0
	2011			38.6	39.3	*	34.1	32.6		25.9	50.0	38.6	48.6	57
1-5	2009		*	66.7	66.4	*	63.5	64.0		65.8	68.8	67.2	63.5	137
	2010	*	*	65.9	66.2	25.0	68.2	66.4		69.0	61.8	66.2	62.5	139
	2011	*	*	51.0	50.8	21.4	50.3	48.6		50.0	51.6	50.7	59.7	201

Number Tested	2009	0	3	132	134	5	104	111	0	73	64	137	27,480
	2010	4	3	129	133	8	107	116	0	84	55	139	26,937
	2011	2	3	194	197	14	155	175	0	108	93	201	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		*	17	20	*	15	14		10	10	20	4,597	77
	2010	*	*	15	16	*	13	13		11	5	16	4,129	67
	2011		*	19	19	0	15	17		8	11	19	4,427	78
2	2009			11	11	*	8	10		3	8	11	3,822	60
	2010	*	*	23	23	*	18	22		16	9	25	3,776	72
	2011	*	*	8	7	*	4	5		5	3	8	3,810	66
1-2	2009		*	28	31	*	23	24		13	18	31	8,419	137
	2010	*	*	38	39	2	31	35		27	14	41	7,905	139
	2011	*	*	27	26	1	19	22		13	14	27	8,237	144
5	2009													0
	2010													0
	2011			3	3	*	3	3		2	1	3	1,416	57
1-5	2009		*	28	31	*	23	24		13	18	31	8,419	137
	2010	*	*	38	39	2	31	35		27	14	41	7,905	139
	2011	*	*	30	29	1	22	25		15	15	30	9,660	201

Number Tested	2009	0	3	132	134	5	104	111	0	73	64	137	27,480
	2010	4	3	129	133	8	107	116	0	84	55	139	26,937
	2011	2	3	194	197	14	155	175	0	108	93	201	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			62.8	62.8	*	64.3	63.4		57.7	70.6	62.8	88.6	43
	2010			83.7	83.7		83.7	83.3		80.0	86.2	83.7	89.3	49
	2011			94.6	94.6	*	94.6	94.6		90.9	97.1	94.6	90.9	56
1	2009			90.9	90.9	*	90.9	90.7		88.5	94.4	90.9	88.6	44
	2010			95.0	95.0	*	95.0	94.7		92.3	100.0	95.0	89.1	40
	2011			87.3	87.3	*	87.3	87.3		79.2	93.5	87.3	89.4	55
2	2009			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	94.0	43
	2010			97.6	97.6	*	100.0	100.0		95.8	100.0	97.6	93.8	42
	2011			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	94.9	39
K-2	2009			84.6	84.6	*	85.3	84.9		80.3	89.8	84.6	90.4	130
	2010			91.6	91.6	*	92.3	92.0		90.0	93.4	91.6	90.7	131
	2011			93.3	93.3	85.7	93.3	93.3		90.3	96.2	93.3	91.7	150
5	2009													0
	2010													0
	2011			95.1	95.0		95.0	95.1		95.0	95.2	95.1	93.5	41
K-5	2009			84.6	84.6	*	85.3	84.9		80.3	89.8	84.6	90.4	130
	2010			91.6	91.6	*	92.3	92.0		90.0	93.4	91.6	90.7	131
	2011			93.7	93.7	85.7	93.7	93.7		91.3	96.0	93.7	91.9	191

Number Tested	2009	0	0	130	130	5	129	126	0	71	59	130	19,076
	2010	0	0	131	131	5	130	125	0	70	61	131	19,041
	2011	0	0	191	190	7	189	190	0	92	99	191	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			15	15	*	15	14		7	8	15	3,525	43
	2010			18	18		18	18		7	11	18	3,523	49
	2011			38	38	*	38	38		16	22	38	3,964	56
1	2009			27	27	*	27	26		17	10	27	2,523	44
	2010			21	21	*	21	21		15	6	21	2,529	40
	2011			27	27	*	27	27		9	18	27	2,459	55
2	2009			26	26	*	26	25		9	17	26	2,909	43
	2010			33	33	*	33	32		19	14	33	3,040	42
	2011			18	18	*	17	17		11	7	18	3,227	39
K-2	2009			68	68	*	68	65		33	35	68	8,957	130
	2010			72	72	*	72	71		41	31	72	9,092	131
	2011			83	83	2	82	82		36	47	83	9,650	150
5	2009													0
	2010													0
	2011			20	20		20	20		8	12	20	856	41
K-5	2009			68	68	*	68	65		33	35	68	8,957	130
	2010			72	72	*	72	71		41	31	72	9,092	131
	2011			103	103	2	102	102		44	59	103	10,519	191

Number Tested	2009	0	0	130	130	5	129	126	0	71	59	130	19,076
	2010	0	0	131	131	5	130	125	0	70	61	131	19,041
	2011	0	0	191	190	7	189	190	0	92	99	191	21,141

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2010		Level 2 in 2010		Level 3 in 2010		Levels 1-3 in 2010	
	Number Tested Both Years	Percentage Improved in 2011	Number Tested Both Years	Percentage Improved in 2011	Number Tested Both Years	Percentage Improved in 2011	Number Tested Both Years	Percentage Improved in 2011
4	2	50.0	1	100.0	19	26.3	22	31.8
5	0	-	2	50.0	0	-	2	50.0
ALL	2	50.0	3	66.7	19	26.3	24	33.3

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
KN (66)	Beginning	59	89.4	59	89.4	61	92.4	61	92.4	61	92.4
	Intermediate	3	4.5	2	3.0	1	1.5	1	1.5	1	1.5
	Advanced	2	3.0	3	4.5	3	4.5	2	3.0	2	3.0
	Advanced High	2	3.0	2	3.0	1	1.5	2	3.0	2	3.0
1 (65)	Beginning	0	0.0	2	3.1	15	23.1	19	29.2	19	29.2
	Intermediate	51	78.5	55	84.6	47	72.3	39	60.0	39	60.0
	Advanced	12	18.5	5	7.7	2	3.1	4	6.2	4	6.2
	Advanced High	2	3.1	3	4.6	1	1.5	3	4.6	3	4.6
2 (50)	Beginning	0	0.0	0	0.0	17	34.0	5	10.2	5	10.2
	Intermediate	11	22.0	13	26.0	23	46.0	14	28.6	14	28.6
	Advanced	33	66.0	31	62.0	9	18.0	18	36.7	20	40.8
	Advanced High	6	12.0	6	12.0	1	2.0	12	24.5	10	20.4
3 (59)	Beginning	1	1.7	2	3.4	2	3.4	2	3.4	1	1.7
	Intermediate	12	20.3	12	20.3	14	23.7	8	13.8	9	15.5
	Advanced	10	16.9	17	28.8	20	33.9	18	31.0	21	36.2
	Advanced High	36	61.0	28	47.5	23	39.0	30	51.7	27	46.6
4 (39)	Beginning	1	2.6	2	5.1	2	5.1	1	2.6	1	2.6
	Intermediate	4	10.3	3	7.7	14	35.9	6	15.4	6	15.4
	Advanced	7	17.9	15	38.5	17	43.6	11	28.2	12	30.8
	Advanced High	27	69.2	19	48.7	6	15.4	21	53.8	20	51.3

**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	-	-	-	
63 43 (68.3%)	Beginning	19			
	Intermediate	37	1		
	Advanced	3	1	0	
	Advanced High	1	1	0	
45 35 (77.8%)	Beginning	5			
	Intermediate	11	2		
	Advanced	13	2	3	
	Advanced High	7	0	2	
52 31 (59.6%)	Beginning	0			
	Intermediate	1	6		
	Advanced	0	3	15	
	Advanced High	0	1	26	
35 22 (62.9%)	Beginning	0			
	Intermediate	1	2		
	Advanced	0	1	11	
	Advanced High	0	1	19	

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
5 (46)	Beginning	3	6.5	5	10.9	3	6.5	3	6.5	3	6.5
	Intermediate	4	8.7	3	6.5	6	13.0	3	6.5	3	6.5
	Advanced	18	39.1	18	39.1	23	50.0	8	17.4	8	17.4
	Advanced High	21	45.7	20	43.5	14	30.4	32	69.6	32	69.6
ALL (325)	Beginning	64	19.7	70	21.5	100	30.8	91	28.2	90	27.9
	Intermediate	85	26.2	88	27.1	105	32.3	71	22.0	72	22.3
	Advanced	82	25.2	89	27.4	74	22.8	61	18.9	67	20.7
	Advanced High	94	28.9	78	24.0	46	14.2	100	31.0	94	29.1

**PROGRESSION FROM
2010 TO 2011**

Number Rated Both Years N (%) Progressed	2011 Level	2010 Level			
		Beg	Int	Adv	Adv High
43 35 (81.4%)	Beginning	1			
	Intermediate	3	0		
	Advanced	0	0	7	
	Advanced High	0	1	31	
238 166 (69.7%)	Beginning	25			
	Intermediate	53	11		
	Advanced	16	7	36	
	Advanced High	8	4	78	

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