

DATA PACKET

for 2011-12 planning

School Number 186

ROGER Q. MILLS



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	56
KN	81
1	69
2	60
3	62
4	51
5	53
ALL	432

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	167	38.7	11	36.7
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	259	60.0	14	46.7
White	3	0.7	4	13.3
Multiple	3	0.7	0	0.0
Other* (teachers only)	—	—	1	3.3
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	289	66.9
Economically disadvantaged	411	95.1
Limited English proficient (LEP)	180	41.7
Special education	26	6.0
Talented and Gifted (TAG)	17	3.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2009	52	16	30.8	0	0.0	0	0.0	36	69.2	0	0.0	—	—
	2010	64	25	39.1	0	0.0	0	0.0	38	59.4	1	1.6	—	—
	2011	56	24	42.9	0	0.0	0	0.0	32	57.1	0	0.0	0	0.0
KN	2009	48	23	47.9	0	0.0	0	0.0	25	52.1	0	0.0	—	—
	2010	72	27	37.5	0	0.0	0	0.0	43	59.7	2	2.8	—	—
	2011	81	27	33.3	0	0.0	0	0.0	52	64.2	1	1.2	1	1.2
1	2009	72	32	44.4	0	0.0	0	0.0	40	55.6	0	0.0	—	—
	2010	68	33	48.5	2	2.9	0	0.0	32	47.1	1	1.5	—	—
	2011	69	21	30.4	0	0.0	0	0.0	47	68.1	1	1.4	0	0.0
2	2009	50	25	50.0	0	0.0	0	0.0	25	50.0	0	0.0	—	—
	2010	70	31	44.3	0	0.0	0	0.0	39	55.7	0	0.0	—	—
	2011	60	25	41.7	0	0.0	0	0.0	34	56.7	1	1.7	0	0.0
3	2009	63	31	49.2	0	0.0	0	0.0	30	47.6	2	3.2	—	—
	2010	58	32	55.2	0	0.0	0	0.0	26	44.8	0	0.0	—	—
	2011	62	23	37.1	0	0.0	0	0.0	38	61.3	0	0.0	1	1.6
4	2009	58	23	39.7	0	0.0	0	0.0	34	58.6	1	1.7	—	—
	2010	64	29	45.3	0	0.0	0	0.0	34	53.1	1	1.6	—	—
	2011	51	22	43.1	0	0.0	0	0.0	28	54.9	0	0.0	1	2.0
5	2009	39	17	43.6	0	0.0	0	0.0	21	53.8	1	2.6	—	—
	2010	62	30	48.4	0	0.0	0	0.0	32	51.6	0	0.0	—	—
	2011	53	25	47.2	0	0.0	0	0.0	28	52.8	0	0.0	0	0.0
PK-5	2009	388	171	44.1	0	0.0	0	0.0	213	54.9	4	1.0	—	—
	2010	458	207	45.2	2	0.4	0	0.0	244	53.3	5	1.1	—	—
	2011	432	167	38.7	0	0.0	0	0.0	259	60.0	3	0.7	3	0.7

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	52	52	100.0	31	59.6	0	0.0	33	63.5	0	0.0	52	100.0	0.0
	2010	64	64	100.0	28	43.8	2	3.1	28	43.8	0	0.0	64	100.0	0.0
	2011	56	51	91.1	19	33.9	0	0.0	13	23.2	0	0.0	56	100.0	0.0
KN	2009	48	47	97.9	23	47.9	2	4.2	36	75.0	0	0.0	12	25.0	0.0
	2010	72	71	98.6	32	44.4	0	0.0	36	50.0	3	4.2	26	36.1	1.4
	2011	81	76	93.8	36	44.4	3	3.7	59	72.8	0	0.0	23	28.4	0.0
1	2009	72	71	98.6	30	41.7	4	5.6	45	62.5	3	4.2	4	5.6	15.3
	2010	68	68	100.0	27	39.7	4	5.9	49	72.1	7	10.3	7	10.3	5.9
	2011	69	67	97.1	33	47.8	0	0.0	50	72.5	2	2.9	4	5.8	4.3
2	2009	50	49	98.0	21	42.0	3	6.0	41	82.0	0	0.0	1	2.0	10.0
	2010	70	68	97.1	29	41.4	3	4.3	66	94.3	3	4.3	5	7.1	8.6
	2011	60	56	93.3	25	41.7	5	8.3	44	73.3	6	10.0	5	8.3	1.7
3	2009	63	59	93.7	24	38.1	7	11.1	50	79.4	3	4.8	8	12.7	6.3
	2010	58	58	100.0	21	36.2	5	8.6	42	72.4	2	3.4	6	10.3	8.6
	2011	62	60	96.8	28	45.2	5	8.1	57	91.9	2	3.2	1	1.6	8.1
4	2009	58	56	96.6	23	39.7	6	10.3	40	69.0	4	6.9	4	6.9	8.6
	2010	64	63	98.4	26	40.6	7	10.9	44	68.8	6	9.4	7	10.9	1.6
	2011	51	49	96.1	21	41.2	7	13.7	34	66.7	3	5.9	6	11.8	5.9
5	2009	39	39	100.0	7	17.9	6	15.4	22	56.4	5	12.8	2	5.1	2.6
	2010	62	60	96.8	13	21.0	10	16.1	38	61.3	8	12.9	3	4.8	1.6
	2011	53	52	98.1	18	34.0	6	11.3	32	60.4	4	7.5	4	7.5	0.0
PK-5	2009	388	379	97.7	159	41.0	33	8.5	267	68.8	15	3.9	86	22.2	7.7
	2010	458	452	98.7	176	38.4	31	6.8	303	66.2	29	6.3	118	25.8	3.9
	2011	432	411	95.1	180	41.7	26	6.0	289	66.9	17	3.9	99	22.9	2.8

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	District	Campus (N)	Campus (%)	District (N)	District (%)	Campus (N)	Campus (%)	District (%)	Campus	District	Campus	District
KN	2009	51.3	13,515.0	48.9	95.3	12,939.1	95.7	15	29.2	22.3	38	11,501	74.1	85.1
	2010	70.3	13,234.2	67.1	95.5	12,616.4	95.3	25	35.6	21.7	57	11,233	81.1	84.9
	2011	75.8	13,210.6	72.9	96.1	12,645.0	95.7	15	19.8	21.5	70	11,602	92.3	87.8
1	2009	70.5	14,250.8	67.7	96.0	13,719.9	96.3	21	29.8	20.5	54	12,300	76.6	86.3
	2010	65.4	13,848.4	62.5	95.6	13,286.3	95.9	26	39.8	20.3	51	11,978	78.0	86.5
	2011	65.0	13,458.2	62.9	96.8	12,967.0	96.4	13	20.0	19.0	55	12,047	84.6	89.5
2	2009	53.5	13,950.1	51.1	95.5	13,499.0	96.8	11	20.6	18.5	45	12,231	84.1	87.7
	2010	68.5	13,440.8	65.6	95.8	12,947.4	96.3	13	19.0	19.2	59	11,794	86.1	87.7
	2011	55.6	13,012.8	54.2	97.5	12,592.7	96.8	11	19.8	17.1	51	11,853	91.7	91.1
3	2009	61.6	13,095.5	59.0	95.9	12,710.6	97.1	17	27.6	18.2	52	11,634	84.5	88.8
	2010	55.9	13,291.1	53.5	95.7	12,853.9	96.7	19	34.0	17.8	48	11,815	85.8	88.9
	2011	61.0	12,619.0	59.5	97.5	12,254.0	97.1	9	14.7	16.7	55	11,604	90.1	92.0
4	2009	58.0	12,156.4	55.6	95.8	11,789.9	97.0	11	19.0	17.9	48	10,731	82.7	88.3
	2010	63.2	12,299.7	60.8	96.2	11,900.0	96.8	10	15.8	17.3	57	10,987	90.2	89.3
	2011	49.5	12,506.4	48.1	97.1	12,149.9	97.1	11	22.2	15.7	46	11,544	92.9	92.3
5	2009	39.4	11,903.5	38.1	96.8	11,552.9	97.1	9	22.9	17.3	34	10,563	86.3	88.7
	2010	59.8	11,687.8	57.6	96.4	11,310.1	96.8	11	18.4	17.1	52	10,453	86.9	89.4
	2011	49.7	11,742.5	48.3	97.1	11,419.3	97.2	8	16.1	8.3	41	10,892	82.5	92.8
KN-5	2009	365.3	83,476.5	350.1	95.8	80,586.5	96.5	149	40.8	30.6	322	76,517	88.2	91.7
	2010	383.1	77,802.0	367.2	95.9	74,914.0	96.3	104	27.1	18.9	324	68,260	84.6	87.7
	2011	356.7	76,549.5	345.8	96.9	74,027.9	96.7	67	18.8	16.6	318	69,542	89.1	90.8

Teachers: 30

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	11	36.7
Hispanic	14	46.7
White	4	13.3
Multiple categories	0	0.0
Other	1	3.3

Gender	Number	Percentage
Female	24	80.0
Male	6	20.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	7.3	NA
2009-10	6.5	NA
2010-11	6.1	92.9

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	6.7
1	3	10.0
2	2	6.7
3	4	13.3
4	5	16.7
5	1	3.3
1-3	9	30.0
More than 3	19	63.3
1 - 5	15	50.0
6 - 10	4	13.3
11 - 20	6	20.0
More than 20	3	10.0

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	*	66.7	66.7	64.9	*	71.4	56.7		66.7	69.6	68.3	87.3	41
	2010		56.3	83.3	60.5	*	*	54.2		37.5	77.3	60.5	85.4	38
	2011		33.3	54.5	44.1	*	*	39.4		33.3	50.0	41.7	82.0	36
4	2009	*	85.0	65.5	72.9	*	50.0	64.7		61.9	82.8	74.0	75.8	50
	2010	*	40.0	45.5	42.9		*	21.1		27.8	57.9	43.2	77.9	37
	2011		52.4	87.5	58.6	*	*	35.7		46.2	72.2	61.3	78.6	31
5	2009	*	85.7	94.4	90.9		*	88.9		89.5	92.9	90.9	82.9	33
	2010		86.7	90.3	87.9	100.0	75.0	81.1		85.7	90.9	88.5	86.1	61
	2011		92.0	100.0	94.7	*	*	94.4		95.2	94.1	94.7	89.0	38
3-5	2009	*	77.0	74.6	75.4	*	58.6	67.1		72.4	80.3	76.6	81.5	124
	2010	*	62.1	79.2	67.9	90.0	64.7	58.8		56.5	78.4	68.4	83.4	136
	2011		60.0	81.3	67.3	57.1	87.5	53.8		61.5	71.7	66.7	83.6	105

NUMBER TESTED IN GRADES 3-5													
2009	4	61	59	118	2	29	82	0	58	66	124	28,126	
2010	1	87	48	131	10	17	80	0	62	74	136	24,751	
2011	0	70	32	101	14	8	65	0	52	53	105	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	*	9	4	13	*	2	13		6	7	13	960	41
	2010		14	1	15	*	*	11		10	5	15	1,039	38
	2011		16	5	19	*	*	20		12	9	21	1,214	36
4	2009	*	3	10	13	*	9	12		8	5	13	2,449	50
	2010	*	15	6	20		*	15		13	8	21	1,640	37
	2011		10	1	12	*	*	9		7	5	12	1,506	31
5	2009	*	2	1	3		*	2		2	1	3	1,793	33
	2010		4	3	7	0	3	7		4	3	7	1,427	61
	2011		2	0	2	*	*	1		1	1	2	919	38
3-5	2009	*	14	15	29	*	12	27		16	13	29	5,202	124
	2010	*	33	10	42	1	6	33		27	16	43	4,106	136
	2011		28	6	33	6	1	30		20	15	35	3,639	105

NUMBER TESTED IN GRADES 3-5													
2009	4	61	59	118	2	29	82	0	58	66	124	28,126	
2010	1	87	48	131	10	17	80	0	62	74	136	24,751	
2011	0	70	32	101	14	8	65	0	52	53	105	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	66.7	69.3	60.2	69.5
	2010	65.6	59.0	57.5	62.5
	2011	61.7	56.7	53.7	52.1
4	2009	78.5	71.8	68.9	76.4
	2010	64.3	65.2	69.1	57.6
	2011	67.3	63.3	70.5	67.1
5	2009	76.9	82.2	78.4	73.0
	2010	81.2	82.6	81.8	77.7
	2011	84.6	80.6	81.3	81.0
3-5	2009	74.2	73.7	68.5	73.2
	2010	72.3	71.3	71.5	68.0
	2011	71.6	67.3	68.6	67.0

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009	*	7.4	8.3	8.1	*	14.3	3.3		11.1	4.3	7.3	34.1	41
	2010		9.4	0.0	7.9	*	*	4.2		6.3	9.1	7.9	37.1	38
	2011		4.2	0.0	2.9	*	*	0.0		5.6	0.0	2.8	33.6	36
4	2009	*	0.0	10.3	6.3	*	0.0	2.9		9.5	3.4	6.0	18.4	50
	2010	*	0.0	0.0	0.0		*	0.0		0.0	0.0	0.0	19.4	37
	2011		4.8	12.5	6.9	*	*	7.1		0.0	11.1	6.5	27.7	31
5	2009	*	14.3	11.1	12.1		*	5.6		0.0	28.6	12.1	18.5	33
	2010		23.3	16.1	20.7	44.4	8.3	24.3		17.9	21.2	19.7	23.6	61
	2011		24.0	46.2	31.6	*	*	16.7		23.8	41.2	31.6	28.1	38
3-5	2009	*	6.6	10.2	8.5	*	3.4	3.7		6.9	9.1	8.1	22.7	124
	2010	*	11.5	10.4	11.5	40.0	5.9	12.5		9.7	12.2	11.0	26.2	136
	2011		11.4	21.9	14.9	0.0	37.5	6.2		11.5	17.0	14.3	29.7	105

NUMBER TESTED IN GRADES 3-5													
2009	4	61	59	118	2	29	82	0	58	66	124	28,126	
2010	1	87	48	131	10	17	80	0	62	74	136	24,751	
2011	0	70	32	101	14	8	65	0	52	53	105	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	*	34.5	59.3	48.1	*	61.9	40.0		44.4	45.2	44.8	77.3	58
	2010		51.6	76.9	63.2	*	85.7	48.1		54.2	69.7	63.2	78.2	57
	2011		37.5	81.6	67.2	*	96.4	63.8		66.7	63.9	65.1	80.7	63
4	2009	*	54.5	81.3	69.8	83.3	76.2	64.9		66.7	74.2	70.9	79.4	55
	2010	*	44.0	62.5	54.5		62.5	25.0		48.3	58.6	53.4	81.8	58
	2011		81.0	96.4	89.8	85.7	100.0	88.2		77.3	96.6	88.2	82.6	51
5	2009	*	78.6	94.4	84.8	*	*	76.5		84.2	85.7	84.8	87.0	33
	2010		83.3	93.5	87.9	100.0	83.3	80.6		89.7	87.5	88.5	87.7	61
	2011		76.0	96.3	86.5	83.3	100.0	78.1		86.2	87.0	86.5	88.7	52
3-5	2009	*	50.8	76.6	65.0	87.5	69.6	55.6		62.9	64.5	63.7	81.0	146
	2010	*	60.5	77.5	68.8	91.7	75.4	53.8		64.6	72.3	68.8	82.3	176
	2011		64.3	90.3	80.2	77.8	98.5	74.2		76.9	80.7	78.9	83.9	166

NUMBER TESTED IN GRADES 3-5													
2009	4	65	77	140	8	46	99	0	70	76	146	33,546	
2010	1	86	89	170	12	57	91	0	82	94	176	34,834	
2011	0	70	93	162	18	67	124	0	78	88	166	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	*	19	11	28	*	8	27		15	17	32	2,781	58
	2010		15	6	21	*	3	14		11	10	21	2,739	57
	2011		15	7	20	*	1	21		9	13	22	2,370	63
4	2009	*	10	6	16	1	5	13		8	8	16	2,196	55
	2010	*	14	12	25		9	21		15	12	27	2,101	58
	2011		4	1	5	1	0	4		5	1	6	2,100	51
5	2009	*	3	1	5	*	*	4		3	2	5	1,386	33
	2010		5	2	7	0	2	7		3	4	7	1,314	61
	2011		6	1	7	1	0	7		4	3	7	1,274	52
3-5	2009	*	32	18	49	1	14	44		26	27	53	6,363	146
	2010	*	34	20	53	1	14	42		29	26	55	6,154	176
	2011		25	9	32	4	1	32		18	17	35	5,744	166

NUMBER TESTED IN GRADES 3-5													
2009	4	65	77	140	8	46	99	0	70	76	146	33,546	
2010	1	86	89	170	12	57	91	0	82	94	176	34,834	
2011	0	70	93	162	18	67	124	0	78	88	166	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	61.2	70.1	76.1	53.2	61.6	49.8
	2010	73.0	71.6	76.0	69.3	73.7	55.5
	2011	77.0	74.9	82.3	69.3	74.6	58.7
4	2009	78.2	72.2	73.3	77.9	84.5	61.4
	2010	71.6	58.4	59.8	55.7	64.2	58.4
	2011	88.2	81.8	83.7	80.1	80.9	69.4
5	2009	80.2	79.7	88.3	77.5	72.0	78.0
	2010	83.6	78.5	84.1	78.0	77.5	72.1
	2011	79.7	79.7	76.9	78.3	79.8	72.6
3-5	2009	71.9	73.1	77.8	68.0	72.6	60.5
	2010	76.2	69.6	73.5	67.8	71.9	62.2
	2011	81.3	78.5	81.0	75.4	78.2	66.3

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009	*	6.9	11.1	9.3	*	9.5	6.7		7.4	9.7	8.6	29.0	58
	2010		3.2	19.2	10.5	*	23.8	0.0		4.2	15.2	10.5	21.3	57
	2011		4.2	21.1	14.8	*	28.6	15.5		14.8	13.9	14.3	24.4	63
4	2009	*	9.1	25.0	18.9	16.7	19.0	13.5		25.0	16.1	20.0	31.6	55
	2010	*	0.0	9.4	5.5		12.5	0.0		0.0	10.3	5.2	29.1	58
	2011		19.0	42.9	32.7	28.6	47.6	32.4		27.3	34.5	31.4	31.3	51
5	2009	*	21.4	44.4	33.3	*	*	17.6		26.3	42.9	33.3	38.4	33
	2010		13.3	48.4	31.0	30.0	41.7	19.4		31.0	31.3	31.1	34.5	61
	2011		8.0	33.3	21.2	0.0	27.8	15.6		13.8	30.4	21.2	32.5	52
3-5	2009	*	10.8	24.7	18.6	25.0	15.2	11.1		18.6	18.4	18.5	32.8	146
	2010	*	5.8	25.8	15.9	25.0	22.8	7.7		12.2	19.1	15.9	27.9	176
	2011		10.0	31.2	22.2	16.7	34.3	20.2		17.9	25.0	21.7	29.3	166

NUMBER TESTED IN GRADES 3-5													
2009	4	65	77	140	8	46	99	0	70	76	146	33,546	
2010	1	86	89	170	12	57	91	0	82	94	176	34,834	
2011	0	70	93	162	18	67	124	0	78	88	166	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	*	80.0	82.1	80.9		72.2	79.4		71.4	89.3	81.6	87.4	49
	2010	*	88.0	81.8	85.7		*	84.2		72.2	100.0	86.5	89.8	37
	2011		81.0	100.0	82.8	*	*	64.3		75.0	88.9	83.3	86.9	30

NUMBER TESTED IN GRADE 4													
2009	1	20	28	47	0	18	34	0	21	28	49	10,032	
2010	1	25	11	35	0	4	19	0	18	19	37	7,294	
2011	0	21	8	29	5	1	14	0	12	18	30	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	*	4	5	9		5	7		6	3	9	1,264	49
	2010	*	3	2	5		*	3		5	0	5	744	37
	2011		4	0	5	*	*	5		3	2	5	908	30

NUMBER TESTED IN GRADE 4													
2009	1	20	28	47	0	18	34	0	21	28	49	10,032	
2010	1	25	11	35	0	4	19	0	18	19	37	7,294	
2011	0	21	8	29	5	1	14	0	12	18	30	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	1.9	81.6	74.5	79.1	84.9
	2010	2.0	68.9	66.9	81.4	70.6
	2011	2.0	76.7	65.4	77.5	77.9

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	*	10.0	3.6	6.4		0.0	5.9		0.0	10.7	6.1	21.0	49
	2010	*	4.0	9.1	5.7		*	0.0		5.6	5.3	5.4	23.8	37
	2011		9.5	0.0	6.9	*	*	0.0		0.0	11.1	6.7	22.4	30

NUMBER TESTED IN GRADE 4													
2009	1	20	28	47	0	18	34	0	21	28	49	10,032	
2010	1	25	11	35	0	4	19	0	18	19	37	7,294	
2011	0	21	8	29	5	1	14	0	12	18	30	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	*	81.3	84.2	83.3	*	*	75.0		85.7	80.0	83.3	75.9	36
	2010		75.9	93.5	84.5	90.0	83.3	77.1		86.2	84.4	85.2	81.4	61
	2011		84.0	73.3	82.1	66.7	*	63.2		86.4	76.5	80.0	80.9	40

NUMBER TESTED IN GRADE 5													
2009	1	16	19	36	4	5	20	0	21	15	36	10,550	
2010	0	29	31	58	10	12	35	0	29	32	61	10,576	
2011	0	25	15	39	6	5	19	0	22	17	40	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	*	3	3	6	*	*	5		3	3	6	2,542	36
	2010		7	2	9	1	2	8		4	5	9	1,965	61
	2011		4	4	7	2	*	7		3	4	8	1,942	40

NUMBER TESTED IN GRADE 5													
2009	1	16	19	36	4	5	20	0	21	15	36	10,550	
2010	0	29	31	58	10	12	35	0	29	32	61	10,576	
2011	0	25	15	39	6	5	19	0	22	17	40	10,176	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	85.0	86.7	79.9	72.8
	2010	82.2	86.7	80.5	66.7
	2011	80.6	83.1	79.4	77.8

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	*	12.5	15.8	16.7	*	*	10.0		19.0	13.3	16.7	29.1	36
	2010		6.9	19.4	13.8	10.0	16.7	8.6		13.8	12.5	13.1	32.8	61
	2011		16.0	33.3	23.1	0.0	*	5.3		18.2	29.4	22.5	34.0	40

NUMBER TESTED IN GRADES 5													
2009	1	16	19	36	4	5	20	0	21	15	36	10,550	
2010	0	29	31	58	10	12	35	0	29	32	61	10,576	
2011	0	25	15	39	6	5	19	0	22	17	40	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			86.7	86.7		85.7	86.7		75.0	100.0	86.7	89.4	15
	2010			100.0	100.0	*	100.0	*		100.0	100.0	100.0	84.5	20
	2011			92.6	92.6	*	92.0	92.0		77.8	100.0	92.6	87.2	27
4	2009			*	*		*	*			*	*	72.7	1
	2010			71.4	70.0		75.0	44.4		63.6	80.0	71.4	84.4	21
	2011			90.0	90.0	*	90.0	90.0		88.9	90.9	90.0	85.0	20
5	2009												79.7	0
	2010												80.3	0
	2011			84.6	84.6		84.6	84.6		71.4	100.0	84.6	86.3	13
ALL	2009			87.5	87.5		86.7	87.5		75.0	100.0	87.5	—	16
	2010			85.4	85.0	*	87.5	58.3		80.0	90.5	85.4	—	41
	2011			90.0	90.0	*	89.7	89.7		80.0	97.1	90.0	—	60

NUMBER TESTED IN GRADES ALL													
2009	0	0	16	16	0	15	16	0	8	8	16	—	
2010	0	0	41	40	1	40	12	0	20	21	41	—	
2011	0	0	60	60	3	58	58	0	25	35	60	—	

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			2	2		2	2		2	0	2	514	15
	2010			0	0	*	0	*		0	0	0	863	20
	2011			2	2	*	2	2		2	0	2	710	27
4	2009			*	*		*	*			*	*	268	1
	2010			6	6		5	5		4	2	6	651	21
	2011			2	2	*	2	2		1	1	2	755	20
5	2009												86	0
	2010												120	0
	2011			2	2		2	2		2	0	2	398	13
ALL	2009			2	2		2	2		2	0	2	—	16
	2010			6	6	*	5	5		4	2	6	—	41
	2011			6	6	*	6	6		5	1	6	—	60

NUMBER TESTED IN GRADES ALL													
2009	0	0	16	16	0	15	16	0	8	8	16	—	
2010	0	0	41	40	1	40	12	0	20	21	41	—	
2011	0	0	60	60	3	58	58	0	25	35	60	—	

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	76.0	83.8	76.7	73.3
	2010	86.0	94.3	79.2	86.9
	2011	89.4	92.1	92.0	90.7
4	2009	*	*	*	*
	2010	68.9	76.8	74.8	65.2
	2011	76.7	78.8	80.0	78.0
5	2009				
	2010				
	2011	69.2	77.9	81.7	79.3
ALL	2009	75.8	84.0	78.1	74.4
	2010	77.2	85.3	76.9	75.8
	2011	80.8	84.6	85.8	84.0

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009			26.7	26.7		28.6	26.7		12.5	42.9	26.7	30.6	15
	2010			55.0	55.0	*	55.0	*		44.4	63.6	55.0	39.6	20
	2011			74.1	74.1	*	76.0	76.0		55.6	83.3	74.1	43.5	27
4	2009			*	*		*	*			*	*	21.1	1
	2010			19.0	20.0		20.0	0.0		9.1	30.0	19.0	34.4	21
	2011			35.0	35.0	*	35.0	35.0		22.2	45.5	35.0	38.5	20
5	2009												15.3	0
	2010												21.2	0
	2011			15.4	15.4		15.4	15.4		0.0	33.3	15.4	29.0	13
ALL	2009			25.0	25.0		26.7	25.0		12.5	37.5	25.0	—	16
	2010			36.6	37.5	*	37.5	0.0		25.0	47.6	36.6	—	41
	2011			48.3	48.3	*	48.3	48.3		28.0	62.9	48.3	—	60


NUMBER TESTED IN ALL GRADES													
2009	0	0	16	16	0	15	16	0	8	8	16	—	
2010	0	0	41	40	1	40	12	0	20	21	41	—	
2011	0	0	60	60	3	58	58	0	25	35	60	—	

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009												87.1	0
	2010			100.0	100.0		100.0	100.0		100.0	100.0	100.0	93.7	21
	2011			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	93.2	20

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	21	20	0	20	9	0	11	10	21	4,216	
2011	0	0	20	20	2	20	20	0	9	11	20	5,054	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Spec Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009												127	0
	2010			0	0		0	0		0	0	0	266	21
	2011			0	0	*	0	0		0	0	0	346	20

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	21	20	0	20	9	0	11	10	21	4,216	
2011	0	0	20	20	2	20	20	0	9	11	20	5,054	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition ¹ : Effectiveness / Command of Conventions	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2009					
	2010	2.2	76.2	82.7	81.5	81.5
	2011	2.6	91.3	88.1	86.3	84.4

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

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009												20.4	0
	2010			9.5	10.0		5.0	22.2		9.1	10.0	9.5	30.4	21
	2011			45.0	45.0	*	45.0	45.0		44.4	45.5	45.0	27.7	20

NUMBER TESTED IN GRADE 4														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	21	20	0	20	9	0	11	10	21	21	4,216	
2011	0	0	20	20	2	20	20	0	9	11	20	20	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)
5	2009												35.3	0
	2010												44.5	0
	2011			61.5	61.5		61.5	61.5		57.1	66.7	61.5	59.1	13

NUMBER TESTED IN GRADE 5														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	201
2010	0	0	0	0	0	0	0	0	0	0	0	0	0	247
2011	0	0	13	13	0	13	13	0	7	6	13	13	1,121	

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												130	0
	2010												137	0
	2011			5	5		5	5		3	2	5	459	13

NUMBER TESTED IN GRADE 5													
2009	0	0	0	0	0	0	0	0	0	0	0	0	201
2010	0	0	0	0	0	0	0	0	0	0	0	0	247
2011	0	0	13	13	0	13	13	0	7	6	13	1,121	

AVERAGE PERCENTAGE CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009				
	2010				
	2011	80.5	78.6	76.1	78.6

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)
5	2009												3.5	0
	2010												8.5	0
	2011			23.1	23.1		23.1	23.1		14.3	33.3	23.1	18.0	13

NUMBER TESTED IN GRADE 5														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	201
2010	0	0	0	0	0	0	0	0	0	0	0	0	0	247
2011	0	0	13	13	0	13	13	0	7	6	13	13	1,121	

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	7.1	50.0	26.9	54.4	26
	2010	*	30.3	33.3	61.2	36
	2011	33.3	44.4	38.5	63.3	39
1	2009	29.4	58.3	46.3	54.2	41
	2010	44.4	76.2	61.5	55.2	39
	2011	25.0	53.3	38.7	58.1	31
2	2009	19.0	66.7	33.3	47.9	30
	2010	11.1	*	12.5	48.6	40
	2011	15.8	69.2	37.5	50.7	32
5	2009					0
	2010					0
	2011	23.8	26.7	25.0	36.2	36
1-5	2009	23.7	60.6	40.8	51.0	71
	2010	22.2	68.0	36.7	51.9	79
	2011	21.4	48.8	33.3	47.2	99

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009	63.9	64.3	64.0	52.8	50
	2010	41.7	33.3	37.5	51.2	72
	2011	40.4	23.8	35.9	56.8	78
1	2009	17.6	16.7	17.1	50.4	41
	2010	48.9	55.0	50.7	48.8	67
	2011	38.8	26.3	35.3	53.1	68
2	2009	28.6	44.4	33.3	53.2	30
	2010	37.9	*	36.2	54.6	69
	2011	52.3	60.0	54.2	56.8	59
5	2009					0
	2010					0
	2011	21.2	40.0	27.1	44.8	48
K-5	2009	43.2	36.2	40.5	52.3	121
	2010	42.3	39.0	41.3	51.5	208
	2011	39.3	35.7	38.3	53.3	253

Number Tested	2009	52	45	97	15,925	
	2010	57	58	115	20,252	
	2011	77	61	138	29,763	

Number Tested	2009	74	47	121	30,563	
	2010	149	59	208	40,163	
	2011	183	70	253	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		29.2	*	28.0	*		7.1		18.8	40.0	26.9	54.4	26
	2010	*	37.0	14.3	33.3			*		19.0	53.3	33.3	61.2	36
	2011		37.0	36.4	40.5	*	*	33.3		30.4	50.0	38.5	63.3	39
1	2009		43.8	55.6	46.2	*	*	29.4		25.0	66.7	46.3	54.2	41
	2010	*	57.6	*	61.5	*	*	44.4		60.0	64.3	61.5	55.2	39
	2011	*	38.1	33.3	40.0			25.0		31.6	50.0	38.7	58.1	31
2	2009		36.0	*	34.5	*	*	19.0		36.4	31.6	33.3	47.9	30
	2010		12.9	11.1	13.2	*	*	11.1		9.1	16.7	12.5	48.6	40
	2011		40.0	28.6	34.5	*	*	15.8		33.3	50.0	37.5	50.7	32
1-2	2009		40.4	42.9	41.2	*	*	23.7		29.0	50.0	40.8	51.0	71
	2010	*	35.9	35.7	37.7	*	*	22.2		36.2	37.5	36.7	51.9	79
	2011	*	39.1	31.3	37.3	*	*	20.0		32.6	50.0	38.1	54.4	63
5	2009													0
	2010													0
	2011		25.0	25.0	25.0	*	30.0	23.8		11.1	38.9	25.0	36.2	36
1-5	2009		40.4	42.9	41.2	*	*	23.7		29.0	50.0	40.8	51.0	71
	2010	*	35.9	35.7	37.7	*	*	22.2		36.2	37.5	36.7	51.9	79
	2011	*	34.8	28.1	32.6	0.0	27.3	21.4		26.2	44.7	33.3	47.2	99

Number Tested	2009	0	57	14	68	4	3	38	0	31	40	71	14,637
	2010	1	64	14	77	4	2	54	0	47	32	79	13,990
	2011	1	66	32	95	9	11	56	0	61	38	99	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		2	*	2	*		0		1	1	2	304	26
	2010	*	2	0	2			*		0	2	2	1,717	36
	2011		2	0	3	*	*	0		1	2	3	2,106	39
1	2009		2	1	3	*	*	1		2	1	3	1,659	41
	2010	*	8	*	10	*	*	3		8	2	10	1,729	39
	2011	*	3	2	5			0		3	2	5	1,963	31
2	2009		0	*	0	*	*	0		0	0	0	1,027	30
	2010		0	0	0	*	*	0		0	0	0	954	40
	2011		2	0	2	*	*	1		2	0	2	1,020	32
1-2	2009		2	1	3	*	*	1		2	1	3	2,688	71
	2010	*	8	2	10	*	*	3		8	2	10	2,683	79
	2011	*	5	2	7	*	*	1		5	2	7	2,983	63
5	2009													0
	2010													0
	2011		0	0	0	*	0	0		0	0	0	701	36
1-5	2009		2	1	3	*	*	1		2	1	3	2,688	71
	2010	*	8	2	10	*	*	3		8	2	10	2,683	79
	2011	*	5	2	7	0	0	1		5	2	7	3,694	99

Number Tested	2009	0	57	14	68	4	3	38	0	31	40	71	14,637
	2010	1	64	14	77	4	2	54	0	47	32	79	13,990
	2011	1	66	32	95	9	11	56	0	61	38	99	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	73.1	65.3	*	78.3	63.9		71.4	54.5	64.0	52.8	50
	2010	*	29.6	44.2	38.0		40.6	41.7		27.8	47.2	37.5	51.2	72
	2011		22.2	42.0	37.0	*	45.7	40.4		34.7	37.9	35.9	56.8	78
1	2009		15.6	22.2	17.9	*	*	17.6		15.0	19.0	17.1	50.4	41
	2010		41.2	60.6	50.7	*	63.0	48.9		48.6	53.3	50.7	48.8	67
	2011	*	20.0	42.6	35.8		45.5	38.8		36.4	34.3	35.3	53.1	68
2	2009		32.0	*	34.5	*	*	28.6		36.4	31.6	33.3	53.2	30
	2010		16.7	51.3	37.3	*	62.1	37.9		27.6	42.5	36.2	54.6	69
	2011		48.0	58.8	56.4	*	72.0	52.3		50.0	60.0	54.2	56.8	59
K-2	2009		32.1	57.5	41.9	71.4	69.2	43.2		45.8	35.5	40.5	52.3	121
	2010	*	29.7	51.3	42.0	42.9	54.5	42.3		35.3	47.2	41.3	51.5	208
	2011	*	30.6	46.6	42.1	0.0	52.7	43.3		39.7	42.7	41.0	55.6	205
5	2009													0
	2010													0
	2011		22.7	30.8	27.1	28.6	25.0	21.2		25.0	29.2	27.1	44.8	48
K-5	2009		32.1	57.5	41.9	71.4	69.2	43.2		45.8	35.5	40.5	52.3	121
	2010	*	29.7	51.3	42.0	42.9	54.5	42.3		35.3	47.2	41.3	51.5	208
	2011	*	28.7	43.9	39.1	13.3	47.8	39.3		37.1	39.8	38.3	53.3	253

Number Tested	2009	0	81	40	117	7	26	74	0	59	62	121	30,563
	2010	2	91	115	205	7	88	149	0	102	106	208	40,163
	2011	1	94	157	243	15	113	183	0	140	113	253	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		2	8	10	*	8	8		5	5	10	2,455	50
	2010	*	1	3	4		3	3		1	3	4	2,358	72
	2011		3	3	6	*	1	3		5	1	6	2,815	78
1	2009		1	0	1	*	*	1		1	0	1	1,577	41
	2010		3	7	10	*	7	8		7	3	10	2,266	67
	2011	*	0	9	9		8	9		5	4	9	2,716	68
2	2009		1	*	1	*	*	1		1	0	1	1,686	30
	2010		1	3	4	*	3	4		1	3	4	2,484	69
	2011		3	6	8	*	5	7		4	5	9	2,746	59
K-2	2009		4	8	12	4	8	10		7	5	12	5,718	121
	2010	*	5	13	18	1	13	15		9	9	18	7,108	208
	2011	*	6	18	23	0	14	19		14	10	24	8,277	205
5	2009													0
	2010													0
	2011		1	1	2	1	1	2		0	2	2	1,395	48
K-5	2009		4	8	12	4	8	10		7	5	12	5,718	121
	2010	*	5	13	18	1	13	15		9	9	18	7,108	208
	2011	*	7	19	25	1	15	21		14	12	26	9,696	253

Number Tested	2009	0	81	40	117	7	26	74	0	59	62	121	30,563
	2010	2	91	115	205	7	88	149	0	102	106	208	40,163
	2011	1	94	157	243	15	113	183	0	140	113	253	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		37.5	69.2	55.1	*	75.9	64.4		40.6	66.7	54.9	66.0	71
	2010		35.3	75.8	55.2	*	85.2	61.7		54.1	56.7	55.2	63.5	67
	2011	*	25.0	53.2	43.3		60.6	49.0		39.4	48.6	44.1	66.7	68
2	2009		32.0	66.7	50.0	*	70.0	50.0		55.6	45.2	49.0	60.9	49
	2010		33.3	38.5	37.3	*	44.8	37.9		41.4	32.5	36.2	61.4	69
	2011		40.0	64.7	56.4	*	80.0	56.8		47.1	64.0	54.2	62.0	59
1-2	2009		35.1	68.3	53.0	66.7	73.5	57.6		46.0	57.1	52.5	63.5	120
	2010		34.4	55.6	46.3	57.1	64.3	47.8		48.5	42.9	45.6	62.5	136
	2011	*	33.3	58.0	49.2	*	69.0	52.7		43.3	55.0	48.8	64.4	127
5	2009													0
	2010													0
	2011		30.4	57.7	44.9	50.0	60.0	47.1		52.0	37.5	44.9	48.6	49
1-5	2009		35.1	68.3	53.0	66.7	73.5	57.6		46.0	57.1	52.5	63.5	120
	2010		34.4	55.6	46.3	57.1	64.3	47.8		48.5	42.9	45.6	62.5	136
	2011	*	32.4	57.9	48.0	38.5	66.7	51.2		45.7	50.0	47.7	59.7	176

Number Tested	2009	0	57	63	117	6	49	85	0	50	70	120	27,480
	2010	0	64	72	134	7	56	113	0	66	70	136	26,937
	2011	1	68	107	171	13	78	127	0	92	84	176	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		3	12	15	*	11	15		7	8	15	4,597	71
	2010		9	13	22	*	13	17		12	10	22	4,129	67
	2011	*	1	16	17		14	16		7	10	17	4,427	68
2	2009		2	8	10	*	8	9		4	6	10	3,822	49
	2010		3	4	7	*	4	7		3	4	7	3,776	69
	2011		4	12	15	*	10	13		6	10	16	3,810	59
1-2	2009		5	20	25	3	19	24		11	14	25	8,419	120
	2010		12	17	29	3	17	24		15	14	29	7,905	136
	2011	*	5	28	32	*	24	29		13	20	33	8,237	127
5	2009													0
	2010													0
	2011		0	1	1	0	1	1		1	0	1	1,416	49
1-5	2009		5	20	25	3	19	24		11	14	25	8,419	120
	2010		12	17	29	3	17	24		15	14	29	7,905	136
	2011	*	5	29	33	1	25	30		14	20	34	9,660	176

Number Tested	2009	0	57	63	117	6	49	85	0	50	70	120	27,480
	2010	0	64	72	134	7	56	113	0	66	70	136	26,937
	2011	1	68	107	171	13	78	127	0	92	84	176	38,176

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2009			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	88.6	24
	2010			94.4	94.3		93.8	93.9		86.7	100.0	94.4	89.3	36
	2011			89.7	91.7	*	91.2	91.7		88.5	92.3	89.7	90.9	39
1	2009			86.7	86.7	*	85.2	89.3		83.3	88.9	86.7	88.6	30
	2010			92.9	92.9	*	92.3	92.9		92.3	93.3	92.9	89.1	28
	2011			92.1	94.6		93.9	94.1		85.7	95.8	92.1	89.4	38
2	2009			100.0	100.0		100.0	100.0		100.0	100.0	100.0	94.0	20
	2010			96.7	96.7	*	96.4	96.7		100.0	95.5	96.7	93.8	30
	2011			96.3	96.2	*	95.8	96.0		100.0	94.1	96.3	94.9	27
K-2	2009			94.6	94.6	*	94.3	95.7		93.5	95.3	94.6	90.4	74
	2010			94.7	94.6	*	94.2	94.5		91.7	96.6	94.7	90.7	94
	2011			92.3	93.9	*	93.4	93.7		90.0	94.4	92.3	91.7	104
5	2009													0
	2010													0
	2011			100.0	100.0		100.0	100.0		100.0	*	100.0	93.5	10
K-5	2009			94.6	94.6	*	94.3	95.7		93.5	95.3	94.6	90.4	74
	2010			94.7	94.6	*	94.2	94.5		91.7	96.6	94.7	90.7	94
	2011			93.0	94.5	*	94.1	94.3		91.1	94.8	93.0	91.9	114

Number Tested	2009	0	0	74	74	3	70	70	0	31	43	74	19,076
	2010	0	0	94	93	3	86	91	0	36	58	94	19,041
	2011	0	0	114	109	3	101	105	0	56	58	114	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			21	21	*	20	20		12	9	21	3,525	24
	2010			26	25		23	23		9	17	26	3,523	36
	2011			23	23	*	22	23		15	8	23	3,964	39
1	2009			11	11	*	11	11		3	8	11	2,523	30
	2010			16	16	*	16	16		5	11	16	2,529	28
	2011			14	14		12	13		4	10	14	2,459	38
2	2009			18	18		18	18		6	12	18	2,909	20
	2010			27	27	*	25	27		7	20	27	3,040	30
	2011			15	15	*	15	15		4	11	15	3,227	27
K-2	2009			50	50	*	49	49		21	29	50	8,957	74
	2010			69	68	*	64	66		21	48	69	9,092	94
	2011			52	52	*	49	51		23	29	52	9,650	104
5	2009													0
	2010													0
	2011			1	1		1	1		1	*	1	856	10
K-5	2009			50	50	*	49	49		21	29	50	8,957	74
	2010			69	68	*	64	66		21	48	69	9,092	94
	2011			53	53	*	50	52		24	29	53	10,519	114

Number Tested	2009	0	0	74	74	3	70	70	0	31	43	74	19,076
	2010	0	0	94	93	3	86	91	0	36	58	94	19,041
	2011	0	0	114	109	3	101	105	0	56	58	114	21,141

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2010		Level 2 in 2010		Level 3 in 2010		Levels 1-3 in 2010	
	Number Tested Both Years	Percentage Improved in 2011	Number Tested Both Years	Percentage Improved in 2011	Number Tested Both Years	Percentage Improved in 2011	Number Tested Both Years	Percentage Improved in 2011
4	1	100.0	1	0.0	9	44.4	11	45.5
ALL	1	100.0	1	0.0	9	44.4	11	45.5

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
KN (34)	Beginning	5	14.7	7	20.6	33	97.1	33	97.1	33	97.1
	Intermediate	24	70.6	23	67.6	0	0.0	1	2.9	1	2.9
	Advanced	4	11.8	3	8.8	1	2.9	0	0.0	0	0.0
	Advanced High	1	2.9	1	2.9	0	0.0	0	0.0	0	0.0
1 (33)	Beginning	14	42.4	19	57.6	29	87.9	22	66.7	22	66.7
	Intermediate	13	39.4	10	30.3	2	6.1	8	24.2	8	24.2
	Advanced	4	12.1	3	9.1	2	6.1	3	9.1	3	9.1
	Advanced High	2	6.1	1	3.0	0	0.0	0	0.0	0	0.0
2 (26)	Beginning	6	24.0	9	36.0	8	32.0	2	7.7	2	8.0
	Intermediate	9	36.0	8	32.0	10	40.0	6	23.1	6	24.0
	Advanced	8	32.0	8	32.0	6	24.0	7	26.9	8	32.0
	Advanced High	2	8.0	0	0.0	1	4.0	11	42.3	9	36.0
3 (30)	Beginning	0	0.0	0	0.0	1	3.4	1	3.3	1	3.4
	Intermediate	7	24.1	8	27.6	12	41.4	2	6.7	2	6.9
	Advanced	16	55.2	16	55.2	8	27.6	7	23.3	8	27.6
	Advanced High	6	20.7	5	17.2	8	27.6	20	66.7	18	62.1
4 (21)	Beginning	0	0.0	0	0.0	1	4.8	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	5	23.8	4	19.0	4	19.0
	Advanced	5	23.8	8	38.1	10	47.6	6	28.6	6	28.6
	Advanced High	16	76.2	13	61.9	5	23.8	11	52.4	11	52.4

**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	-	-	-	
33 11 (33.3%)	Beginning	22			
	Intermediate	8	0		
	Advanced	3	0	0	
	Advanced High	0	0	0	
25 22 (88.0%)	Beginning	2			
	Intermediate	5	1		
	Advanced	3	5	0	
	Advanced High	1	7	1	
28 21 (75.0%)	Beginning	1			
	Intermediate	0	2		
	Advanced	0	4	4	
	Advanced High	0	1	16	
21 13 (61.9%)	Beginning	0			
	Intermediate	2	2		
	Advanced	0	0	6	
	Advanced High	0	2	9	

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
5 (19)	Beginning	0	0.0	0	0.0	1	5.3	1	5.3	1	5.3
	Intermediate	3	15.8	3	15.8	7	36.8	1	5.3	1	5.3
	Advanced	12	63.2	13	68.4	6	31.6	3	15.8	3	15.8
	Advanced High	4	21.1	3	15.8	5	26.3	14	73.7	14	73.7
ALL (163)	Beginning	25	15.5	35	21.7	73	45.3	59	36.2	59	36.6
	Intermediate	56	34.8	52	32.3	36	22.4	22	13.5	22	13.7
	Advanced	49	30.4	51	31.7	33	20.5	26	16.0	28	17.4
	Advanced High	31	19.3	23	14.3	19	11.8	56	34.4	52	32.3

**PROGRESSION FROM
2010 TO 2011**

Number Rated Both Years N (%) Progressed	2011 Level	2010 Level			
		Beg	Int	Adv	Adv High
18 17 (94.4%)	Beginning	1			
	Intermediate	1	0		
	Advanced	0	3	0	
	Advanced High	0	4	9	
125 84 (67.2%)	Beginning	26			
	Intermediate	16	5		
	Advanced	6	12	10	
	Advanced High	1	14	35	

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