

DATA PACKET

for 2011-12 planning

School Number 188

MOUNT AUBURN



**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	110
KN	157
1	150
2	131
3	141
ALL	689

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	27	3.9	4	9.3
American Indian/Alaska Native	4	0.6	*	*
Asian/Hawaiian/Pacific Islander	2	0.3	*	*
Hispanic	641	93.0	17	39.5
White	12	1.7	20	46.5
Multiple	3	0.4	0	0.0
Other* (teachers only)	—	—	2	4.7
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	552	80.1
Economically disadvantaged	644	93.5
Limited English proficient (LEP)	393	57.0
Special education	34	4.9
Talented and Gifted (TAG)	53	7.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2009	110	1	0.9	0	0.0	1	0.9	108	98.2	0	0.0	—	—
	2010	109	0	0.0	0	0.0	0	0.0	109	100.0	0	0.0	—	—
	2011	110	1	0.9	2	1.8	0	0.0	105	95.5	2	1.8	0	0.0
KN	2009	140	3	2.1	0	0.0	0	0.0	135	96.4	2	1.4	—	—
	2010	166	6	3.6	0	0.0	1	0.6	159	95.8	0	0.0	—	—
	2011	157	4	2.5	0	0.0	0	0.0	147	93.6	5	3.2	1	0.6
1	2009	142	4	2.8	0	0.0	2	1.4	135	95.1	1	0.7	—	—
	2010	134	2	1.5	1	0.7	1	0.7	127	94.8	3	2.2	—	—
	2011	150	8	5.3	0	0.0	1	0.7	137	91.3	3	2.0	1	0.7
2	2009	162	6	3.7	1	0.6	0	0.0	153	94.4	2	1.2	—	—
	2010	150	8	5.3	1	0.7	1	0.7	139	92.7	1	0.7	—	—
	2011	131	5	3.8	0	0.0	0	0.0	124	94.7	1	0.8	1	0.8
3	2009	143	0	0.0	0	0.0	0	0.0	137	95.8	6	4.2	—	—
	2010	153	3	2.0	0	0.0	0	0.0	147	96.1	3	2.0	—	—
	2011	141	9	6.4	2	1.4	1	0.7	128	90.8	1	0.7	0	0.0
PK-3	2009	707	15	2.1	1	0.1	3	0.4	677	95.8	11	1.6	—	—
	2010	712	19	2.7	2	0.3	3	0.4	681	95.6	7	1.0	—	—
	2011	689	27	3.9	4	0.6	2	0.3	641	93.0	12	1.7	3	0.4

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	
PK	2009	110	97	88.2	74	67.3	4	3.6	87	79.1	0	0.0	109	99.1	0.9
	2010	109	102	93.6	70	64.2	2	1.8	67	61.5	0	0.0	109	100.0	0.0
	2011	110	102	92.7	68	61.8	0	0.0	68	61.8	0	0.0	109	99.1	0.9
KN	2009	140	130	92.9	96	68.6	3	2.1	113	80.7	2	1.4	31	22.1	2.9
	2010	166	155	93.4	93	56.0	4	2.4	128	77.1	11	6.6	55	33.1	2.4
	2011	157	140	89.2	82	52.2	7	4.5	131	83.4	9	5.7	45	28.7	3.2
1	2009	142	132	93.0	89	62.7	0	0.0	115	81.0	9	6.3	5	3.5	6.3
	2010	134	125	93.3	88	65.7	3	2.2	103	76.9	7	5.2	9	6.7	3.7
	2011	150	140	93.3	83	55.3	8	5.3	124	82.7	12	8.0	13	8.7	2.0
2	2009	162	150	92.6	100	61.7	8	4.9	146	90.1	13	8.0	4	2.5	8.0
	2010	150	137	91.3	87	58.0	1	0.7	126	84.0	15	10.0	9	6.0	4.7
	2011	131	125	95.4	82	62.6	9	6.9	117	89.3	10	7.6	7	5.3	5.3
3	2009	143	139	97.2	90	62.9	7	4.9	120	83.9	16	11.2	7	4.9	1.4
	2010	153	146	95.4	92	60.1	12	7.8	134	87.6	15	9.8	6	3.9	0.0
	2011	141	137	97.2	78	55.3	10	7.1	112	79.4	22	15.6	7	5.0	2.8
PK-3	2009	707	658	93.1	449	63.5	32	4.5	581	82.2	40	5.7	162	22.9	4.7
	2010	712	665	93.4	430	60.4	22	3.1	558	78.4	48	6.7	188	26.4	2.2
	2011	689	644	93.5	393	57.0	34	4.9	552	80.1	53	7.7	181	26.3	2.9

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	143.4	13,515.0	137.3	95.7	12,939.1	95.7	18	12.6	22.3	128	11,501	89.3	85.1
	2010	161.4	13,234.2	154.0	95.4	12,616.4	95.3	33	20.4	21.7	141	11,233	87.3	84.9
	2011	152.1	13,210.6	147.2	96.8	12,645.0	95.7	29	19.1	21.5	143	11,602	94.0	87.8
1	2009	143.3	14,250.8	138.3	96.5	13,719.9	96.3	29	20.2	20.5	130	12,300	90.7	86.3
	2010	133.3	13,848.4	128.1	96.1	13,286.3	95.9	22	16.5	20.3	120	11,978	90.0	86.5
	2011	145.4	13,458.2	142.0	97.6	12,967.0	96.4	24	16.5	19.0	141	12,047	96.9	89.5
2	2009	169.5	13,950.1	164.3	96.9	13,499.0	96.8	24	14.2	18.5	150	12,231	88.5	87.7
	2010	146.9	13,440.8	141.6	96.4	12,947.4	96.3	21	14.3	19.2	134	11,794	91.2	87.7
	2011	129.4	13,012.8	126.3	97.6	12,592.7	96.8	10	7.7	17.1	127	11,853	98.1	91.1
3	2009	144.5	13,095.5	140.5	97.3	12,710.6	97.1	17	11.8	18.2	134	11,634	92.7	88.8
	2010	150.6	13,291.1	145.2	96.4	12,853.9	96.7	13	8.6	17.8	135	11,815	89.7	88.9
	2011	138.5	12,619.0	135.6	97.9	12,254.0	97.1	9	6.5	16.7	132	11,604	95.3	92.0
KN-3	2009	661.7	59,416.7	637.6	96.4	57,243.7	96.3	215	32.5	35.9	641	55,223	96.9	92.9
	2010	592.2	53,814.5	568.9	96.1	51,703.9	96.1	89	15.0	19.7	530	46,820	89.5	87.0
	2011	565.5	52,300.6	551.1	97.5	50,458.7	96.5	72	12.7	18.6	543	47,106	96.0	90.1

Teachers: 43

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	4	9.3
Hispanic	17	39.5
White	20	46.5
Multiple categories	0	0.0
Other	2	4.7

Gender	Number	Percentage
Female	35	81.4
Male	8	18.6

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	7.7	NA
2009-10	8.0	NA
2010-11	7.9	90.9

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	7.0
1	1	2.3
2	4	9.3
3	3	7.0
4	3	7.0
5	4	9.3
1-3	8	18.6
More than 3	32	74.4
1 - 5	15	34.9
6 - 10	10	23.3
11 - 20	6	14.0
More than 20	9	20.9

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	*	*	96.1	96.1	*	100.0	95.1	*	97.7	94.9	96.3	87.3	82
	2010	*	*	92.2	92.2	*	92.3	92.5		93.6	91.2	92.6	85.4	81
	2011		100.0	90.5	91.7	*	84.6	91.1		89.5	94.4	91.9	82.0	74

NUMBER TESTED IN GRADE 3													
2009	5	1	76	77	3	29	61	1	43	39	82	7,558	
2010	2	2	77	77	2	26	53	0	47	34	81	7,094	
2011	0	9	63	72	3	13	45	0	38	36	74	6,761	

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	*	*	3	3	*	0	3	*	1	2	3	960	82
	2010	*	*	6	6	*	2	4		3	3	6	1,039	81
	2011		0	6	6	*	2	4		4	2	6	1,214	74

NUMBER TESTED IN GRADE 3													
2009	5	1	76	77	3	29	61	1	43	39	82	7,558	
2010	2	2	77	77	2	26	53	0	47	34	81	7,094	
2011	0	9	63	72	3	13	45	0	38	36	74	6,761	

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	82.3	82.8	87.2	88.3
	2010	81.9	83.2	82.5	82.1
	2011	85.1	80.7	82.7	79.7

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009	*	*	28.9	29.9	*	31.0	21.3	*	41.9	17.9	30.5	34.1	82
	2010	*	*	36.4	36.4	*	42.3	30.2		40.4	29.4	35.8	37.1	81
	2011		44.4	39.7	40.3	*	23.1	31.1		42.1	41.7	41.9	33.6	74


NUMBER TESTED IN GRADE 3													
2009	5	1	76	77	3	29	61	1	43	39	82	7,558	
2010	2	2	77	77	2	26	53	0	47	34	81	7,094	
2011	0	9	63	72	3	13	45	0	38	36	74	6,761	

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		88.5	88.5	100.0	91.8	88.6	*	91.8	87.8	89.0	77.3	136
	2010	*	*	92.6	91.8	*	94.1	85.2		90.9	93.7	92.1	78.2	140
	2011		100.0	93.6	94.7	100.0	93.3	94.4		93.3	95.2	94.2	80.7	137

NUMBER TESTED IN GRADE 3													
2009	6	0	130	131	6	85	114	1	61	74	136	12,228	
2010	2	2	136	134	2	85	61	0	77	63	140	12,585	
2011	0	9	125	133	6	75	108	0	75	62	137	12,284	

 Shaded cells indicate percentages below 65 percent, the 2010-11 AEIS minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009	0		15	15	0	7	13	*	5	9	15	2,781	136
	2010	*	*	10	11	*	5	9		7	4	11	2,739	140
	2011		0	8	7	0	5	6		5	3	8	2,370	137

NUMBER TESTED IN GRADE 3													
2009	6	0	130	131	6	85	114	1	61	74	136	12,228	
2010	2	2	136	134	2	85	61	0	77	63	140	12,585	
2011	0	9	125	133	6	75	108	0	75	62	137	12,284	

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	84.5	85.3	92.5	88.1	91.2	75.4
	2010	86.3	79.9	89.6	85.1	87.1	64.2
	2011	89.2	83.2	91.1	88.9	85.8	67.8

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)
3	2009	66.7		40.0	40.5	50.0	43.5	39.5	*	47.5	36.5	41.2	29.0	136
	2010	*	*	22.8	20.9	*	20.0	13.1		20.8	23.8	22.1	21.3	140
	2011		55.6	30.4	30.8	0.0	22.7	25.9		29.3	35.5	32.1	24.4	137

NUMBER TESTED IN GRADE 3													
2009	6	0	130	131	6	85	114	1	61	74	136	12,228	
2010	2	2	136	134	2	85	61	0	77	63	140	12,585	
2011	0	9	125	133	6	75	108	0	75	62	137	12,284	

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			94.9	94.9	*	94.9	94.9		91.3	97.2	94.9	89.4	59
	2010			83.1	82.5	*	83.1	44.4		77.4	89.3	83.1	84.5	59
	2011			88.1	87.9		88.3	88.3		85.3	92.3	88.3	87.2	60

NUMBER TESTED IN GRADE 3													
2009	0	0	59	59	1	59	59	0	23	36	59	4,836	
2010	0	0	59	57	1	59	9	0	31	28	59	5,572	
2011	0	0	59	58	0	60	60	0	34	26	60	5,537	

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			3	3	*	3	3		2	1	3	514	59
	2010			10	10	*	10	5		7	3	10	863	59
	2011			7	7		7	7		5	2	7	710	60

NUMBER TESTED IN GRADE 3													
2009	0	0	59	59	1	59	59	0	23	36	59	4,836	
2010	0	0	59	57	1	59	9	0	31	28	59	5,572	
2011	0	0	59	58	0	60	60	0	34	26	60	5,537	

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	80.7	88.6	83.6	79.9
	2010	71.6	80.9	69.5	72.9
	2011	77.0	84.5	82.8	79.0

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			30.5	30.5	*	30.5	30.5		26.1	33.3	30.5	30.6	59
	2010			25.4	22.8	*	25.4	11.1		12.9	39.3	25.4	39.6	59
	2011			39.0	36.2		38.3	38.3		20.6	61.5	38.3	43.5	60

NUMBER TESTED IN GRADE 3													
2009	0	0	59	59	1	59	59	0	23	36	59	4,836	
2010	0	0	59	57	1	59	9	0	31	28	59	5,572	
2011	0	0	59	58	0	60	60	0	34	26	60	5,537	

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		*	83.3	100.0	85.7	*	83.3		83.3	*	85.7	81.1	7
	2011	*		*	100.0	100.0	*	100.0		*	*	100.0	81.7	6

NUMBER TESTED IN GRADE 3													
2009	1	0	3	4	4	2	4	0	2	2	4	4	489
2010	0	1	6	6	7	4	6	0	6	1	7	7	508
2011	1	0	5	6	6	4	6	0	5	1	6	6	378

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		*	1	0	1	*	1		1	*	1	96	7
	2011	*		*	0	0	*	0		*	*	0	69	6

NUMBER TESTED IN GRADE 3													
2009	1	0	3	4	4	2	4	0	2	2	4	489	
2010	0	1	6	6	7	4	6	0	6	1	7	508	
2011	1	0	5	6	6	4	6	0	5	1	6	378	

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	64.8	61.9	62.9	61.9
	2011	80.8	83.3	73.3	83.3

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009	*		*	*	*	*	*		*	*	*	16.2	4
	2010		*	33.3	33.3	28.6	*	16.7		33.3	*	28.6	19.1	7
	2011	*		*	50.0	50.0	*	50.0		*	*	50.0	20.9	6

NUMBER TESTED IN GRADE 3													
2009	1	0	3	4	4	2	4	0	2	2	4	489	
2010	0	1	6	6	7	4	6	0	6	1	7	508	
2011	1	0	5	6	6	4	6	0	5	1	6	378	

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	44.4	57.1	50.0	61.2	80
	2011	55.0	80.0	62.4	63.3	85
1	2009	21.6	66.7	40.6	54.2	64
	2010	35.9	54.8	44.3	55.2	70
	2011	32.7	76.9	48.0	58.1	75
2	2009	16.4	50.0	22.7	47.9	75
	2010	26.8	65.2	38.0	48.6	79
	2011	20.7	71.4	30.6	50.7	72
1-2	2009	18.4	61.0	30.9	51.0	139
	2010	30.5	59.3	40.9	51.9	149
	2011	26.2	75.0	39.5	54.4	147

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009	46.4	76.0	51.9	52.8	135
	2010	44.5	59.0	47.9	51.2	167
	2011	41.2	65.4	45.2	56.8	157
1	2009	38.9	65.4	50.0	50.4	62
	2010	53.5	65.6	56.4	48.8	133
	2011	56.9	59.3	57.3	53.1	150
2	2009	56.9	71.4	59.5	53.2	79
	2010	69.0	83.3	71.3	54.6	150
	2011	47.9	53.8	48.5	56.8	130
K-2	2009	48.3	70.8	53.6	52.3	276
	2010	55.8	67.4	58.2	51.5	450
	2011	48.5	60.6	50.3	55.6	437

Number Tested	2009	98	41	139	15,925	
	2010	140	89	229	20,252	
	2011	167	65	232	20,553	

Number Tested	2009	211	65	276	30,563	
	2010	355	95	450	40,163	
	2011	371	66	437	40,067	

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		66.7	48.6	47.9	*	42.9	44.4		57.8	40.0	50.0	61.2	80
	2011	*	*	62.7	62.0	*	50.0	55.0		56.8	66.7	62.4	63.3	85
1	2009		*	37.9	37.3		15.4	21.6		40.5	40.7	40.6	54.2	64
	2010	*	*	41.3	47.5	*	54.5	35.9		46.7	42.5	44.3	55.2	70
	2011	*	42.9	46.2	48.5	*	20.0	32.7		52.4	42.4	48.0	58.1	75
2	2009	*	*	22.4	20.9	*	29.4	16.4		23.8	21.2	22.7	47.9	75
	2010	*	75.0	34.3	37.1	*	31.3	26.8		39.5	36.1	38.0	48.6	79
	2011	*	*	28.8	28.4	0.0	39.1	20.7		36.7	26.2	30.6	50.7	72
1-2	2009	*	55.6	29.6	28.6	*	23.3	18.4		31.6	30.0	30.9	51.0	139
	2010	33.3	80.0	37.7	42.0	*	44.7	30.5		42.5	39.5	40.9	51.9	149
	2011	*	41.7	37.4	38.3	0.0	33.3	26.2		45.8	33.3	39.5	54.4	147

Number Tested	2009	2	9	125	126	4	30	98	0	79	60	139	15,925
	2010	6	16	202	202	6	45	140	0	118	111	229	20,252
	2011	7	16	206	204	15	45	167	0	109	123	232	20,553

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	16	15	*	2	9		10	8	18	1,717	80
	2011	*	*	11	11	*	1	8		6	8	14	2,106	85
1	2009		*	9	9		2	3		7	4	11	1,659	64
	2010	*	*	4	7	*	2	2		4	4	8	1,729	70
	2011	*	2	14	15	*	0	3		8	8	16	1,963	75
2	2009	*	*	2	2	*	0	0		2	0	2	1,027	75
	2010	*	3	8	10	*	1	3		8	4	12	954	79
	2011	*	*	4	2	0	3	3		2	2	4	1,020	72
1-2	2009	*	1	11	11	*	2	3		9	4	13	2,688	139
	2010	2	4	12	17	*	3	5		12	8	20	2,683	149
	2011	*	2	18	17	0	3	6		10	10	20	2,983	147

Number Tested	2009	2	9	125	126	4	30	98	0	79	60	139	15,925
	2010	6	16	202	202	6	45	140	0	118	111	229	20,252
	2011	7	16	206	204	15	45	167	0	109	123	232	20,553

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	*	*	51.9	51.2	*	46.9	46.4		44.3	58.1	51.9	52.8	135
	2010		50.0	47.8	46.5	*	41.5	44.5	*	54.3	39.7	47.9	51.2	167
	2011	*	*	44.9	43.6	16.7	37.0	41.2		40.5	49.4	45.2	56.8	157
1	2009		*	48.2	49.1		30.8	38.9		48.6	52.0	50.0	50.4	62
	2010	*	*	55.6	57.9	*	61.6	53.5		61.0	52.7	56.4	48.8	133
	2011	*	42.9	56.8	58.2	*	67.5	56.9	*	57.6	56.9	57.3	53.1	150
2	2009	*	*	63.4	59.2	14.3	50.0	56.9		55.8	63.9	59.5	53.2	79
	2010	*	62.5	71.7	71.3	*	71.3	69.0		72.0	70.6	71.3	54.6	150
	2011	*	*	49.2	48.0	11.1	57.3	47.9		50.9	46.7	48.5	56.8	130
K-2	2009	*	36.4	54.3	53.0	11.1	45.7	48.3		48.9	58.5	53.6	52.3	276
	2010	66.7	56.3	57.9	58.0	14.3	57.7	55.8	*	62.1	54.0	58.2	51.5	450
	2011	75.0	33.3	50.2	50.0	10.0	54.1	48.5	*	50.0	50.7	50.3	55.6	437

Number Tested	2009	4	11	258	253	9	129	211	0	141	135	276	30,563
	2010	6	16	423	412	7	267	355	1	235	215	450	40,163
	2011	8	15	410	404	20	246	371	1	214	223	437	40,067

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	*	*	14	12	*	8	9		6	9	15	2,455	135
	2010		2	9	8	*	2	7	*	10	2	12	2,358	167
	2011	*	*	8	7	1	3	6		5	4	9	2,815	157
1	2009		*	9	8		1	2		7	3	10	1,577	62
	2010	*	*	39	40	*	36	36		17	25	42	2,266	133
	2011	*	1	37	40	*	31	34	*	27	14	41	2,716	150
2	2009	*	*	8	7	0	1	5		4	5	9	1,686	79
	2010	*	2	36	33	*	22	29		26	13	39	2,484	150
	2011	*	*	13	13	0	12	12		5	8	13	2,746	130
K-2	2009	*	1	31	27	0	10	16		17	17	34	5,718	276
	2010	3	4	84	81	0	60	72	*	53	40	93	7,108	450
	2011	2	1	58	60	1	46	52	*	37	26	63	8,277	437

Number Tested	2009	4	11	258	253	9	129	211	0	141	135	276	30,563
	2010	6	16	423	412	7	267	355	1	235	215	450	40,163
	2011	8	15	410	404	20	246	371	1	214	223	437	40,067

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		*	78.4	75.4		82.4	79.8		76.9	77.4	77.1	66.0	140
	2010	*	*	64.3	66.1	*	70.9	64.4		66.1	63.5	64.7	63.5	133
	2011	*	57.1	59.3	60.6	0.0	68.7	59.7	*	58.1	63.1	60.3	66.7	151
2	2009	*	*	69.8	66.2	*	80.6	67.6		63.3	73.1	67.5	60.9	157
	2010	*	62.5	77.5	77.9	*	81.6	76.2		78.0	75.0	76.7	61.4	150
	2011	*	*	49.2	45.5	22.2	58.5	47.9		49.1	46.7	47.7	62.0	130
1-2	2009	*	22.2	73.9	70.5	*	81.5	73.0		69.6	75.2	72.1	63.5	297
	2010	66.7	60.0	71.2	72.4	*	76.3	70.9		73.0	69.0	71.0	62.5	283
	2011	*	36.4	54.5	53.6	13.3	63.6	53.9	*	54.6	54.3	54.4	64.4	281

Number Tested	2009	2	9	283	275	5	189	256	0	168	129	297	27,480
	2010	6	10	264	257	2	173	227	0	141	142	283	26,937
	2011	3	11	264	265	15	165	241	1	141	140	281	26,660

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		*	54	50		44	47		27	29	56	4,597	140
	2010	*	*	45	46	*	35	36		23	25	48	4,129	133
	2011	*	1	42	44	0	31	36	*	25	20	45	4,427	151
2	2009	*	*	58	55	*	49	53		27	32	59	3,822	157
	2010	*	2	66	64	*	45	60		44	26	70	3,776	150
	2011	*	*	21	22	0	20	21		9	13	22	3,810	130
1-2	2009	*	1	112	105	*	93	100		54	61	115	8,419	297
	2010	3	3	111	110	*	80	96		67	51	118	7,905	283
	2011	*	1	63	66	0	51	57	*	34	33	67	8,237	281

Number Tested	2009	2	9	283	275	5	189	256	0	168	129	297	27,480
	2010	6	10	264	257	2	173	227	0	141	142	283	26,937
	2011	3	11	264	265	15	165	241	1	141	140	281	26,660

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	88.6	8
	2010			84.9	84.3	*	84.9	85.5	*	85.4	84.2	84.9	89.3	86
	2011			84.7	84.1	*	84.1	84.5		83.8	85.7	84.7	90.9	72
1	2009			92.3	91.8		92.3	92.3		90.2	94.6	92.3	88.6	78
	2010			92.3	93.5		92.3	92.2		89.7	94.4	92.3	89.1	65
	2011	*		95.9	96.0		95.9	95.9	*	97.7	93.8	96.0	89.4	75
2	2009			97.6	97.4	*	97.6	97.5		97.9	97.1	97.6	94.0	82
	2010			97.2	97.0		97.2	97.1		100.0	93.8	97.2	93.8	71
	2011			93.1	93.0	*	93.2	93.2		92.0	94.1	93.2	94.9	59
K-2	2009			95.2	95.0	*	95.2	95.2		94.4	96.2	95.2	90.4	168
	2010			91.0	91.0	*	91.0	91.2	*	91.4	90.6	91.0	90.7	222
	2011	*		91.2	91.0	*	91.0	91.2	*	91.4	91.1	91.3	91.7	206

Number Tested	2009	0	0	168	159	2	168	167	0	90	78	168	19,076
	2010	0	0	222	211	1	222	217	1	116	106	222	19,041
	2011	1	0	204	201	5	201	204	1	105	101	206	19,081

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2009			8	8		8	8		*	7	8	3,525	8
	2010			30	30	*	30	29	*	16	14	30	3,523	86
	2011			26	24	*	23	25		14	12	26	3,964	72
1	2009			38	36		38	38		13	25	38	2,523	78
	2010			26	26		26	25		10	16	26	2,529	65
	2011	*		35	35		35	35	*	21	14	35	2,459	75
2	2009			71	67	*	71	70		38	33	71	2,909	82
	2010			58	54		58	57		32	26	58	3,040	71
	2011			33	32	*	33	33		12	21	33	3,227	59
K-2	2009			117	111	*	117	116		52	65	117	8,957	168
	2010			114	110	*	114	111	*	58	56	114	9,092	222
	2011	*		94	91	*	91	93	*	47	47	94	9,650	206

Number Tested	2009	0	0	168	159	2	168	167	0	90	78	168	19,076
	2010	0	0	222	211	1	222	217	1	116	106	222	19,041
	2011	1	0	204	201	5	201	204	1	105	101	206	19,081

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
KN (86)	Beginning	29	33.7	35	40.7	76	88.4	59	68.6	59	68.6
	Intermediate	40	46.5	35	40.7	9	10.5	17	19.8	17	19.8
	Advanced	10	11.6	8	9.3	1	1.2	6	7.0	6	7.0
	Advanced High	7	8.1	8	9.3	0	0.0	4	4.7	4	4.7
1 (85)	Beginning	12	14.1	12	14.1	35	41.2	36	42.4	36	42.4
	Intermediate	50	58.8	49	57.6	46	54.1	29	34.1	29	34.1
	Advanced	11	12.9	12	14.1	2	2.4	17	20.0	18	21.2
	Advanced High	12	14.1	12	14.1	2	2.4	3	3.5	2	2.4
2 (81)	Beginning	10	12.3	13	16.0	28	34.6	9	11.1	9	11.1
	Intermediate	30	37.0	34	42.0	35	43.2	26	32.1	26	32.1
	Advanced	35	43.2	20	24.7	15	18.5	28	34.6	29	35.8
	Advanced High	6	7.4	14	17.3	3	3.7	18	22.2	17	21.0
3 (84)	Beginning	12	14.3	14	16.7	29	34.5	11	13.4	11	13.4
	Intermediate	31	36.9	29	34.5	29	34.5	19	23.2	21	25.6
	Advanced	35	41.7	36	42.9	23	27.4	27	32.9	27	32.9
	Advanced High	6	7.1	5	6.0	3	3.6	25	30.5	23	28.0
ALL (336)	Beginning	63	18.8	74	22.0	168	50.0	115	34.4	115	34.4
	Intermediate	151	44.9	147	43.8	119	35.4	91	27.2	93	27.8
	Advanced	91	27.1	76	22.6	41	12.2	78	23.4	80	24.0
	Advanced High	31	9.2	39	11.6	8	2.4	50	15.0	46	13.8

**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	-	-	-	
81 44 (54.3%)	Beginning	35			
	Intermediate	25	1		
	Advanced	16	1	1	
	Advanced High	2	0	0	
79 47 (59.5%)	Beginning	9			
	Intermediate	14	11		
	Advanced	10	6	12	
	Advanced High	0	5	12	
77 32 (41.6%)	Beginning	8			
	Intermediate	2	17		
	Advanced	2	5	20	
	Advanced High	0	2	21	
242 124 (51.2%)	Beginning	56			
	Intermediate	42	29		
	Advanced	28	12	33	
	Advanced High	2	7	33	

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