

DATA PACKET

for 2011-12 planning

School Number 194

K. B. POLK



**Dallas
Independent
School
District**

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

<https://mydata.dallasisd.org>

OIR@dallasisd.org

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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.
- SCHOOLS WITH MAGNET PROGRAMS: Teacher statistics include all teachers at the campus, including those that teach in magnet, academy, or vanguard programs.

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.
- SCHOOLS WITH MAGNET PROGRAMS: Teacher statistics include all teachers at the campus, including those that teach in magnet, academy, or vanguard programs.

TAKS and TAKS-Modified

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- TAKS statistics are based on both TAKS and TAKS-Accommodated results. TAKS-M statistics are based exclusively on TAKS-M results.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- Cell shading for percentage meeting standard is based on the AEIS or AYP minimum requirement for 2012, whichever is higher for the subject test.
- READING and MATHEMATICS statistics for SSI grades (3, 5, 8) in any year are based on scores cumulative through the second administration.

SCE COMPLIANCE and ITBS / ITED / LOGRAMOS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are based on demographic data in the Dallas ISD student database.
- Kindergarten ITBS reading statistics are based on the Reading Profile Total (a combination of the Vocabulary, Word Analysis, and Listening subtests) for all years available. All other grades' ITBS reading statistics, and Logramos reading statistics for all grades, are based on Reading Total results. (Reading Total results are not available with use of the ITBS level 5R form administered in kindergarten.) “Number tested” statistics include kindergarten.
- Kindergarten ITBS mathematics statistics are based on the Mathematics subtest. All other grades' statistics reflect Mathematics Total results. (Mathematics Total summaries are not available with use of the ITBS level 5R form administered in kindergarten.) “Number tested” statistics include kindergarten.
- Mathematics Total results used for data packets are combinations of the Mathematics Concepts, Problems, and Computation subtest results. For schools who did not administer Mathematics Concepts or Mathematics Problems to their students, Mathematics Computation statistics are provided separately.

TELPAS

- Students are counted as having tested if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student's composite rating did not increase at least one level from 2010 to 2011, the TEA did not report the 2010 composite rating.
- If a student is rated as advanced high in 2011, the TEA does not differentiate between the advanced and advanced high levels from 2010.

STUDENT ENROLLMENT

Grade	Enrollment
PK	44
KN	62
1	86
2	69
3	70
4	58
5	52
ALL	441

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	142	32.2	14	35.9
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	5	1.1	*	*
Hispanic	287	65.1	13	33.3
White	5	1.1	9	23.1
Multiple	2	0.5	2	5.1
Other* (teachers only)	—	—	1	2.6
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	311	70.5
Economically disadvantaged	413	93.7
Limited English proficient (LEP)	214	48.5
Special education	32	7.3
Talented and Gifted (TAG)	49	11.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2009	63	27	42.9	0	0.0	1	1.6	35	55.6	0	0.0	—	—
	2010	45	11	24.4	0	0.0	0	0.0	34	75.6	0	0.0	—	—
	2011	44	8	18.2	0	0.0	0	0.0	35	79.5	1	2.3	0	0.0
KN	2009	72	24	33.3	0	0.0	1	1.4	47	65.3	0	0.0	—	—
	2010	79	34	43.0	0	0.0	0	0.0	45	57.0	0	0.0	—	—
	2011	62	23	37.1	0	0.0	0	0.0	38	61.3	1	1.6	0	0.0
1	2009	76	26	34.2	0	0.0	1	1.3	49	64.5	0	0.0	—	—
	2010	78	28	35.9	0	0.0	1	1.3	49	62.8	0	0.0	—	—
	2011	86	35	40.7	0	0.0	0	0.0	49	57.0	1	1.2	1	1.2
2	2009	70	23	32.9	0	0.0	1	1.4	46	65.7	0	0.0	—	—
	2010	78	23	29.5	0	0.0	1	1.3	54	69.2	0	0.0	—	—
	2011	69	22	31.9	0	0.0	1	1.4	46	66.7	0	0.0	0	0.0
3	2009	72	24	33.3	0	0.0	1	1.4	46	63.9	1	1.4	—	—
	2010	66	23	34.8	0	0.0	1	1.5	42	63.6	0	0.0	—	—
	2011	70	20	28.6	0	0.0	1	1.4	48	68.6	0	0.0	1	1.4
4	2009	60	22	36.7	0	0.0	3	5.0	35	58.3	0	0.0	—	—
	2010	54	16	29.6	0	0.0	1	1.9	35	64.8	2	3.7	—	—
	2011	58	18	31.0	0	0.0	1	1.7	39	67.2	0	0.0	0	0.0
5	2009	54	13	24.1	0	0.0	0	0.0	41	75.9	0	0.0	—	—
	2010	49	19	38.8	0	0.0	2	4.1	28	57.1	0	0.0	—	—
	2011	52	16	30.8	0	0.0	2	3.8	32	61.5	2	3.8	0	0.0
PK-5	2009	471	159	33.8	0	0.0	8	1.7	303	64.3	1	0.2	—	—
	2010	449	154	34.3	0	0.0	6	1.3	287	63.9	2	0.4	—	—
	2011	441	142	32.2	0	0.0	5	1.1	287	65.1	5	1.1	2	0.5

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	63	61	96.8	27	42.9	1	1.6	26	41.3	0	0.0	63	100.0	0.0
	2010	45	45	100.0	29	64.4	1	2.2	28	62.2	0	0.0	44	97.8	2.2
	2011	44	42	95.5	29	65.9	0	0.0	29	65.9	0	0.0	44	100.0	0.0
KN	2009	72	68	94.4	32	44.4	7	9.7	37	51.4	2	2.8	20	27.8	1.4
	2010	79	74	93.7	32	40.5	2	2.5	35	44.3	7	8.9	15	19.0	0.0
	2011	62	58	93.5	28	45.2	4	6.5	43	69.4	3	4.8	17	27.4	4.8
1	2009	76	72	94.7	34	44.7	3	3.9	53	69.7	7	9.2	7	9.2	5.3
	2010	78	74	94.9	37	47.4	6	7.7	42	53.8	9	11.5	6	7.7	2.6
	2011	86	80	93.0	37	43.0	4	4.7	56	65.1	10	11.6	4	4.7	9.3
2	2009	70	67	95.7	37	52.9	4	5.7	57	81.4	9	12.9	4	5.7	5.7
	2010	78	74	94.9	39	50.0	3	3.8	61	78.2	6	7.7	3	3.8	1.3
	2011	69	64	92.8	33	47.8	6	8.7	50	72.5	11	15.9	5	7.2	5.8
3	2009	72	69	95.8	32	44.4	2	2.8	52	72.2	11	15.3	7	9.7	2.8
	2010	66	61	92.4	33	50.0	7	10.6	50	75.8	8	12.1	4	6.1	1.5
	2011	70	65	92.9	33	47.1	10	14.3	58	82.9	9	12.9	3	4.3	0.0
4	2009	60	55	91.7	20	33.3	10	16.7	26	43.3	13	21.7	6	10.0	1.7
	2010	54	49	90.7	24	44.4	1	1.9	30	55.6	7	13.0	3	5.6	1.9
	2011	58	52	89.7	32	55.2	7	12.1	41	70.7	8	13.8	2	3.4	0.0
5	2009	54	52	96.3	13	24.1	4	7.4	35	64.8	9	16.7	5	9.3	0.0
	2010	49	46	93.9	10	20.4	8	16.3	22	44.9	5	10.2	2	4.1	0.0
	2011	52	52	100.0	22	42.3	1	1.9	34	65.4	8	15.4	2	3.8	1.9
PK-5	2009	471	448	95.1	197	41.8	35	7.4	287	60.9	51	10.8	115	24.4	2.8
	2010	449	423	94.2	204	45.4	28	6.2	268	59.7	42	9.4	77	17.1	1.3
	2011	441	413	93.7	214	48.5	32	7.3	311	70.5	49	11.1	77	17.5	3.6

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	District	Campus (N)	Campus (%)	District (N)	District (%)	Campus (N)	Campus (%)	District (%)	Campus	District	Campus	District
KN	2009	77.1	13,515.0	73.3	95.1	12,939.1	95.7	21	27.2	22.3	56	11,501	72.6	85.1
	2010	79.4	13,234.2	75.5	95.1	12,616.4	95.3	14	17.6	21.7	64	11,233	80.6	84.9
	2011	58.9	13,210.6	57.2	97.1	12,645.0	95.7	10	17.0	21.5	56	11,602	95.1	87.8
1	2009	76.8	14,250.8	73.5	95.7	13,719.9	96.3	12	15.6	20.5	67	12,300	87.2	86.3
	2010	75.5	13,848.4	71.9	95.2	13,286.3	95.9	13	17.2	20.3	66	11,978	87.4	86.5
	2011	83.3	13,458.2	80.6	96.8	12,967.0	96.4	6	7.2	19.0	82	12,047	98.4	89.5
2	2009	69.4	13,950.1	67.3	96.9	13,499.0	96.8	9	13.0	18.5	61	12,231	87.9	87.7
	2010	77.2	13,440.8	74.5	96.5	12,947.4	96.3	9	11.7	19.2	70	11,794	90.7	87.7
	2011	66.7	13,012.8	65.4	98.2	12,592.7	96.8	9	13.5	17.1	65	11,853	97.5	91.1
3	2009	69.7	13,095.5	67.5	96.8	12,710.6	97.1	14	20.1	18.2	61	11,634	87.5	88.8
	2010	65.2	13,291.1	63.1	96.7	12,853.9	96.7	4	6.1	17.8	61	11,815	93.5	88.9
	2011	67.8	12,619.0	66.3	97.8	12,254.0	97.1	1	1.5	16.7	69	11,604	100.0	92.0
4	2009	57.7	12,156.4	55.6	96.3	11,789.9	97.0	17	29.5	17.9	47	10,731	81.5	88.3
	2010	53.6	12,299.7	51.4	95.8	11,900.0	96.8	7	13.1	17.3	46	10,987	85.8	89.3
	2011	56.2	12,506.4	54.9	97.6	12,149.9	97.1	4	7.1	15.7	55	11,544	97.8	92.3
5	2009	54.2	11,903.5	52.8	97.4	11,552.9	97.1	14	25.8	17.3	47	10,563	86.6	88.7
	2010	50.7	11,687.8	48.9	96.4	11,310.1	96.8	4	7.9	17.1	46	10,453	90.7	89.4
	2011	51.1	11,742.5	49.6	97.2	11,419.3	97.2	2	3.9	8.3	49	10,892	95.9	92.8
KN-5	2009	469.2	83,476.5	450.6	96.0	80,586.5	96.5	163	34.7	30.6	394	76,517	84.0	91.7
	2010	401.6	77,802.0	385.3	95.9	74,914.0	96.3	51	12.7	18.9	353	68,260	87.9	87.7
	2011	384.0	76,549.5	374.1	97.4	74,027.9	96.7	32	8.3	16.6	376	69,542	97.9	90.8

Teachers: 39

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	14	35.9
Hispanic	13	33.3
White	9	23.1
Multiple categories	2	5.1
Other	1	2.6

Gender	Number	Percentage
Female	35	89.7
Male	4	10.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	8.6	NA
2009-10	9.5	NA
2010-11	6.0	88.6

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	7.7
1	1	2.6
2	4	10.3
3	3	7.7
4	3	7.7
5	3	7.7
1-3	8	20.5
More than 3	28	71.8
1 - 5	14	35.9
6 - 10	5	12.8
11 - 20	7	17.9
More than 20	10	25.6

NOTE: Statistics include all teachers at campus, including magnet program.

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	*	75.0	100.0	85.4	*	*	88.5		88.0	82.4	85.7	87.3	42
	2010		85.7	84.6	83.9	*	75.0	78.3		88.9	82.4	85.7	85.4	35
	2011		78.9	87.5	81.3	*	*	77.8		70.6	95.0	83.8	82.0	37
4	2009		75.0	84.4	82.0	42.9	81.3	65.4		85.7	78.8	81.5	75.8	54
	2010	*	68.8	56.3	70.0	*	*	14.3		52.4	84.6	64.7	77.9	34
	2011		58.8	84.6	68.0	*	75.0	56.3		60.0	81.3	71.0	78.6	31
5	2009		90.9	88.9	88.9		66.7	83.3		88.0	91.3	89.6	82.9	48
	2010		73.7	82.6	78.0	*	33.3	50.0		75.0	83.3	79.5	86.1	44
	2011	*	81.3	72.2	77.8		42.9	57.9		77.3	78.6	77.8	89.0	36
3-5	2009	*	78.2	89.3	85.3	50.0	80.0	79.3		87.3	83.6	85.4	81.5	144
	2010	*	76.8	75.0	77.5	60.0	50.0	58.3		71.2	83.3	77.0	83.4	113
	2011	*	73.1	80.9	76.3	50.0	64.7	66.1		70.4	86.0	77.9	83.6	104

NUMBER TESTED IN GRADES 3-5													
2009	1	55	84	136	8	30	82	0	71	73	144	28,126	
2010	1	56	52	102	10	18	48	0	59	54	113	24,751	
2011	1	52	47	93	6	17	62	0	54	50	104	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	*	6	0	6	*	*	3		3	3	6	960	42
	2010		3	2	5	*	2	5		2	3	5	1,039	35
	2011		4	2	6	*	*	6		5	1	6	1,214	37
4	2009		5	5	9	4	3	9		3	7	10	2,449	54
	2010	*	5	7	9	*	*	6		10	2	12	1,640	34
	2011		7	2	8	*	2	7		6	3	9	1,506	31
5	2009		1	4	5		3	5		3	2	5	1,793	48
	2010		5	4	9	*	4	9		5	4	9	1,427	44
	2011	*	3	5	8		4	8		5	3	8	919	36
3-5	2009	*	12	9	20	4	6	17		9	12	21	5,202	144
	2010	*	13	13	23	4	9	20		17	9	26	4,106	113
	2011	*	14	9	22	3	6	21		16	7	23	3,639	104

NUMBER TESTED IN GRADES 3-5													
2009	1	55	84	136	8	30	82	0	71	73	144	28,126	
2010	1	56	52	102	10	18	48	0	59	54	113	24,751	
2011	1	52	47	93	6	17	62	0	54	50	104	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	79.8	84.0	81.3	80.4
	2010	81.0	77.6	81.4	77.5
	2011	78.9	77.2	78.8	76.4
4	2009	84.2	80.3	75.1	79.4
	2010	71.2	73.9	74.8	65.6
	2011	76.1	72.6	76.5	71.3
5	2009	78.7	84.9	86.5	76.4
	2010	80.4	78.4	79.0	72.7
	2011	81.4	75.3	79.2	76.9
3-5	2009	81.1	82.9	80.7	78.7
	2010	77.8	76.8	78.5	72.1
	2011	78.9	75.2	78.3	75.0

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	*	33.3	31.3	34.1	*	*	23.1		36.0	29.4	33.3	34.1	42
	2010		33.3	61.5	38.7	*	37.5	17.4		50.0	35.3	42.9	37.1	35
	2011		15.8	31.3	25.0	*	*	18.5		35.3	20.0	27.0	33.6	37
4	2009		5.0	18.8	16.0	14.3	12.5	7.7		19.0	12.1	14.8	18.4	54
	2010	*	6.3	6.3	3.3	*	*	0.0		4.8	7.7	5.9	19.4	34
	2011		23.5	15.4	20.0	*	12.5	6.3		6.7	31.3	19.4	27.7	31
5	2009		36.4	11.1	13.3		0.0	10.0		16.0	17.4	16.7	18.5	48
	2010		10.5	13.0	17.1	*	0.0	5.6		20.0	12.5	15.9	23.6	44
	2011	*	6.3	11.1	11.1		0.0	0.0		13.6	7.1	11.1	28.1	36
3-5	2009	*	23.6	17.9	20.6	12.5	10.0	13.4		23.9	17.8	20.8	22.7	144
	2010	*	17.9	23.1	19.6	20.0	16.7	10.4		23.7	18.5	21.2	26.2	113
	2011	*	15.4	19.1	18.3	16.7	5.9	9.7		18.5	20.0	19.2	29.7	104

NUMBER TESTED IN GRADES 3-5													
2009	1	55	84	136	8	30	82	0	71	73	144	28,126	
2010	1	56	52	102	10	18	48	0	59	54	113	24,751	
2011	1	52	47	93	6	17	62	0	54	50	104	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	*	75.0	91.1	85.5	*	87.1	86.5		89.5	81.8	85.9	77.3	71
	2010		66.7	72.5	70.2	*	65.6	61.3		77.4	64.5	71.0	78.2	62
	2011		57.9	68.9	63.9	37.5	67.7	62.5		60.6	72.7	66.7	80.7	66
4	2009		50.0	84.4	74.0	57.1	81.3	57.7		85.7	63.6	72.2	79.4	54
	2010	*	68.8	51.4	58.3	*	43.5	33.3		51.9	65.4	58.5	81.8	53
	2011		58.8	73.7	65.3	*	68.8	60.0		76.0	64.5	69.6	82.6	56
5	2009		75.0	94.4	89.1		77.8	83.3		88.5	91.3	89.8	87.0	49
	2010		63.2	80.8	72.7	66.7	55.6	40.0		81.8	68.0	74.5	87.7	47
	2011	*	87.5	90.6	90.0		90.0	84.8		88.5	91.7	90.0	88.7	50
3-5	2009	*	66.1	90.3	83.0	62.5	83.9	78.7		88.2	77.5	82.8	81.0	174
	2010	*	66.1	67.3	67.1	54.5	56.3	49.2		70.0	65.9	67.9	82.3	162
	2011	*	67.3	76.5	72.5	38.5	73.5	67.4		73.8	75.0	74.4	83.9	172

NUMBER TESTED IN GRADES 3-5													
2009	1	56	113	165	8	56	108	0	85	89	174	33,546	
2010	1	56	101	149	11	64	63	0	80	82	162	34,834	
2011	1	52	115	160	13	83	129	0	84	88	172	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	*	6	4	10	*	4	7		4	6	10	2,781	71
	2010		7	11	17	*	11	12		7	11	18	2,739	62
	2011		8	14	22	5	10	21		13	9	22	2,370	66
4	2009		10	5	13	3	3	11		3	12	15	2,196	54
	2010	*	5	17	20	*	13	8		13	9	22	2,101	53
	2011		7	10	17	*	10	16		6	11	17	2,100	56
5	2009		3	2	5		2	5		3	2	5	1,386	49
	2010		7	5	12	2	4	12		4	8	12	1,314	47
	2011	*	2	3	5		2	5		3	2	5	1,274	50
3-5	2009	*	19	11	28	3	9	23		10	20	30	6,363	174
	2010	*	19	33	49	5	28	32		24	28	52	6,154	162
	2011	*	17	27	44	8	22	42		22	22	44	5,744	172

NUMBER TESTED IN GRADES 3-5													
2009	1	56	113	165	8	56	108	0	85	89	174	33,546	
2010	1	56	101	149	11	64	63	0	80	82	162	34,834	
2011	1	52	115	160	13	83	129	0	84	88	172	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	76.5	81.7	87.6	82.2	84.2	69.9
	2010	71.1	73.1	77.4	71.5	75.0	61.5
	2011	75.9	67.9	77.0	65.4	70.1	56.8
4	2009	81.8	78.0	75.0	74.4	81.0	65.7
	2010	75.6	68.7	55.3	60.4	57.1	61.3
	2011	79.4	77.8	73.8	67.3	75.9	66.3
5	2009	86.3	81.6	85.4	82.5	84.7	80.4
	2010	71.6	73.3	67.8	69.0	77.7	63.3
	2011	78.5	78.3	84.6	74.6	82.5	69.0
3-5	2009	80.9	80.5	83.1	79.8	83.3	71.6
	2010	72.7	71.7	67.4	67.1	69.9	62.0
	2011	77.8	74.2	78.2	68.7	75.6	63.4

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009	*	16.7	37.8	29.0	*	38.7	25.0		28.9	33.3	31.0	29.0	71
	2010		19.0	15.0	12.3	*	9.4	3.2		19.4	12.9	16.1	21.3	62
	2011		15.8	6.7	8.2	0.0	3.2	5.4		15.2	6.1	10.6	24.4	66
4	2009		0.0	40.6	28.0	14.3	31.3	19.2		28.6	24.2	25.9	31.6	54
	2010	*	0.0	8.6	6.3	*	8.7	0.0		0.0	11.5	5.7	29.1	53
	2011		17.6	28.9	24.5	*	21.9	20.0		28.0	22.6	25.0	31.3	56
5	2009		41.7	50.0	45.7		44.4	33.3		53.8	39.1	46.9	38.4	49
	2010		0.0	19.2	13.6	16.7	0.0	0.0		18.2	8.0	12.8	34.5	47
	2011	*	25.0	31.3	30.0		30.0	21.2		42.3	16.7	30.0	32.5	50
3-5	2009	*	16.1	42.5	33.3	12.5	37.5	25.9		36.5	31.5	33.9	32.8	174
	2010	*	7.1	13.9	10.7	9.1	7.8	1.6		12.5	11.0	11.7	27.9	162
	2011	*	19.2	20.9	20.0	0.0	16.9	14.0		27.4	14.8	20.9	29.3	172

NUMBER TESTED IN GRADES 3-5													
2009	1	56	113	165	8	56	108	0	85	89	174	33,546	
2010	1	56	101	149	11	64	63	0	80	82	162	34,834	
2011	1	52	115	160	13	83	129	0	84	88	172	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		73.7	90.3	85.4	57.1	86.7	75.0		90.0	81.3	84.6	87.4	52
	2010	*	81.3	56.3	68.8	*	33.3	44.4		57.1	85.7	68.6	89.8	35
	2011		70.6	92.3	80.0	*	87.5	68.8		60.0	100.0	80.6	86.9	31

NUMBER TESTED IN GRADE 4													
2009	0	19	31	48	7	15	24	0	20	32	52	10,032	
2010	2	16	16	32	1	6	9	0	21	14	35	7,294	
2011	0	17	13	25	3	8	16	0	15	16	31	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		5	3	7	3	2	6		2	6	8	1,264	52
	2010	*	3	7	10	*	4	5		9	2	11	744	35
	2011		5	1	5	*	1	5		6	0	6	908	31

NUMBER TESTED IN GRADE 4													
2009	0	19	31	48	7	15	24	0	20	32	52	10,032	
2010	2	16	16	32	1	6	9	0	21	14	35	7,294	
2011	0	17	13	25	3	8	16	0	15	16	31	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	2.0	80.8	72.6	84.9	85.3
	2010	2.0	63.6	66.4	69.3	76.8
	2011	2.1	71.8	81.0	80.2	84.3

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		5.3	9.7	8.3	0.0	6.7	4.2		5.0	9.4	7.7	21.0	52
	2010	*	6.3	0.0	3.1	*	0.0	0.0		4.8	7.1	5.7	23.8	35
	2011		11.8	23.1	20.0	*	25.0	12.5		13.3	25.0	19.4	22.4	31

NUMBER TESTED IN GRADE 4													
2009	0	19	31	48	7	15	24	0	20	32	52	10,032	
2010	2	16	16	32	1	6	9	0	21	14	35	7,294	
2011	0	17	13	25	3	8	16	0	15	16	31	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		83.3	69.4	71.7		55.6	60.0		73.1	69.6	71.4	75.9	49
	2010		47.4	79.2	64.3	33.3	42.9	26.3		75.0	60.0	66.7	81.4	45
	2011	*	93.8	93.5	93.9		90.0	90.6		96.0	91.7	93.9	80.9	49

NUMBER TESTED IN GRADE 5													
2009	0	12	36	46	0	9	30	0	26	23	49	10,550	
2010	0	19	24	42	6	7	19	0	20	25	45	10,576	
2011	1	16	31	49	0	20	32	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		2	11	13		4	12		7	7	14	2,542	49
	2010		10	5	15	4	4	14		5	10	15	1,965	45
	2011	*	1	2	3		2	3		1	2	3	1,942	49

NUMBER TESTED IN GRADE 5													
2009	0	12	36	46	0	9	30	0	26	23	49	10,550	
2010	0	19	24	42	6	7	19	0	20	25	45	10,576	
2011	1	16	31	49	0	20	32	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	83.4	87.8	79.4	61.5
	2010	78.6	79.8	75.3	65.4
	2011	83.5	89.8	85.0	86.2

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)
5	2009		25.0	13.9	17.4		11.1	13.3		23.1	8.7	16.3	29.1	49
	2010		0.0	20.8	14.3	33.3	0.0	0.0		25.0	4.0	13.3	32.8	45
	2011	*	18.8	16.1	18.4		20.0	12.5		24.0	12.5	18.4	34.0	49

NUMBER TESTED IN GRADES 5													
2009	0	12	36	46	0	9	30	0	26	23	49	10,550	
2010	0	19	24	42	6	7	19	0	20	25	45	10,576	
2011	1	16	31	49	0	20	32	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			92.9	92.6		92.3	92.0		92.3	93.3	92.9	89.4	28
	2010			100.0	100.0		100.0	100.0		100.0	100.0	100.0	84.5	26
	2011			83.3	83.3	50.0	83.3	83.3		75.0	92.9	83.3	87.2	30
4	2009												72.7	0
	2010			88.9	88.2		88.9	*		*	92.3	88.9	84.4	18
	2011			96.0	95.8	*	95.8	95.8		100.0	93.3	96.0	85.0	25
5	2009												79.7	0
	2010			*	*		*	*		*		*	80.3	2
	2011			71.4	71.4		76.9	71.4		*	90.0	71.4	86.3	14
ALL	2009			92.9	92.6		92.3	92.0		92.3	93.3	92.9	—	28
	2010			93.5	93.2		93.0	83.3		89.5	96.3	93.5	—	46
	2011			85.5	85.3	50.0	86.6	85.3		76.7	92.3	85.5	—	69

NUMBER TESTED IN GRADES ALL													
2009	0	0	28	27	0	26	25	0	13	15	28	—	
2010	0	0	46	44	0	43	12	0	19	27	46	—	
2011	0	0	69	68	8	67	68	0	30	39	69	—	

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		1	1	2	514	28
	2010			0	0		0	0		0	0	0	863	26
	2011			5	5	3	5	5		4	1	5	710	30
4	2009												268	0
	2010			2	2		2	*		*	1	2	651	18
	2011			1	1	*	1	1		0	1	1	755	25
5	2009												86	0
	2010			*	*		*	*		*		*	120	2
	2011			4	4		3	4		*	1	4	398	14
ALL	2009			2	2		2	2		1	1	2	—	28
	2010			3	3		3	2		2	1	3	—	46
	2011			10	10	4	9	10		7	3	10	—	69

NUMBER TESTED IN GRADES ALL													
2009	0	0	28	27	0	26	25	0	13	15	28	—	
2010	0	0	46	44	0	43	12	0	19	27	46	—	
2011	0	0	69	68	8	67	68	0	30	39	69	—	

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	88.8	94.4	86.3	86.2
	2010	85.1	93.4	88.5	93.8
	2011	74.2	82.9	79.4	75.8
4	2009				
	2010	71.5	79.9	84.1	76.1
	2011	76.3	85.5	83.4	82.8
5	2009				
	2010	*	*	*	*
	2011	74.2	69.6	75.0	69.2
ALL	2009	88.8	94.4	86.3	86.2
	2010	78.4	86.8	85.4	85.3
	2011	75.0	81.1	80.0	77.0

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			53.6	55.6		50.0	48.0		69.2	40.0	53.6	30.6	28
	2010			69.2	68.0		69.6	71.4		91.7	50.0	69.2	39.6	26
	2011			36.7	36.7	16.7	36.7	36.7		25.0	50.0	36.7	43.5	30
4	2009												21.1	0
	2010			16.7	17.6		16.7	*		*	15.4	16.7	34.4	18
	2011			24.0	25.0	*	20.8	20.8		30.0	20.0	24.0	38.5	25
5	2009												15.3	0
	2010			*	*		*	*		*		*	21.2	2
	2011			7.1	7.1		7.7	7.1		*	10.0	7.1	29.0	14
ALL	2009			53.6	55.6		50.0	48.0		69.2	40.0	53.6	—	28
	2010			45.7	45.5		44.2	41.7		63.2	33.3	45.7	—	46
	2011			26.1	26.5	12.5	25.4	25.0		23.3	28.2	26.1	—	69

NUMBER TESTED IN ALL GRADES													
2009	0	0	28	27	0	26	25	0	13	15	28	—	
2010	0	0	46	44	0	43	12	0	19	27	46	—	
2011	0	0	69	68	8	67	68	0	30	39	69	—	

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			88.2	87.5		88.2	*		*	100.0	88.2	93.7	17
	2011			91.7	91.3	*	91.3	91.3		90.0	92.9	91.7	93.2	24

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	17	16	0	17	3	0	5	12	17	4,216	
2011	0	0	24	23	2	23	23	0	10	14	24	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			2	2		2	*		*	0	2	266	17
	2011			2	2	*	2	2		1	1	2	346	24

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	17	16	0	17	3	0	5	12	17	4,216	
2011	0	0	24	23	2	23	23	0	10	14	24	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	1.9	77.9	87.5	87.5	81.6
	2011	2.2	77.1	87.5	87.5	86.5

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			0.0	0.0		0.0	*		*	0.0	0.0	30.4	17
	2011			29.2	26.1	*	30.4	30.4		30.0	28.6	29.2	27.7	24

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	17	16	0	17	3	0	5	12	17	4,216	
2011	0	0	24	23	2	23	23	0	10	14	24	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	33.3	60.0	55.6	54.4	36
	2010	28.6	53.5	50.0	61.2	50
	2011	38.1	94.1	63.2	63.3	38
1	2009	42.9	75.0	58.5	54.2	41
	2010	0.0	68.8	56.4	55.2	39
	2011	22.7	60.7	44.0	58.1	50
2	2009	33.3	72.7	45.7	47.9	35
	2010	3.8	81.3	33.3	48.6	42
	2011	33.3	81.3	55.9	50.7	34
5	2009					0
	2010					0
	2011	28.6	75.0	57.9	36.2	19
1-5	2009	37.8	74.2	52.6	51.0	76
	2010	3.0	72.9	44.4	51.9	81
	2011	27.7	69.6	50.5	47.2	103

Number Tested	2009	51	61	112	15,925	
	2010	40	91	131	20,252	
	2011	68	73	141	29,763	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009	37.1	47.1	42.0	52.8	69
	2010	35.1	55.6	46.3	51.2	82
	2011	29.5	64.7	39.3	56.8	61
1	2009	31.8	73.7	51.2	50.4	41
	2010	32.5	50.0	40.5	48.8	74
	2011	43.6	55.2	47.6	53.1	84
2	2009	28.0	81.8	44.4	53.2	36
	2010	37.7	58.8	42.3	54.6	78
	2011	52.1	87.5	60.9	56.8	64
5	2009					0
	2010					0
	2011	9.1	35.3	18.0	44.8	50
K-5	2009	32.9	60.9	45.2	52.3	146
	2010	35.5	54.2	43.2	51.5	234
	2011	36.1	59.5	43.2	53.3	259

Number Tested	2009	82	64	146	30,563	
	2010	138	96	234	40,163	
	2011	180	79	259	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		58.3	45.5	51.5	*	*	33.3		52.9	57.9	55.6	54.4	36
	2010		54.3	40.0	50.0	*	*	28.6		39.1	59.3	50.0	61.2	50
	2011	*	65.2	57.1	66.7	*	*	38.1		68.4	57.9	63.2	63.3	38
1	2009		52.0	66.7	55.3		*	42.9		58.3	58.8	58.5	54.2	41
	2010		55.6	54.5	52.8		*	0.0		47.1	63.6	56.4	55.2	39
	2011	*	42.9	38.5	41.3		*	22.7		41.7	46.2	44.0	58.1	50
2	2009		45.5	50.0	40.6	*	28.6	33.3		57.9	31.3	45.7	47.9	35
	2010		29.2	35.3	26.3		*	3.8		30.0	36.4	33.3	48.6	42
	2011		45.5	72.7	56.7		*	33.3		37.5	72.2	55.9	50.7	34
1-2	2009		48.9	59.3	48.6	*	33.3	37.8		58.1	45.5	52.6	51.0	76
	2010		43.1	42.9	39.2		14.3	3.0		37.8	50.0	44.4	51.9	81
	2011	*	43.9	54.2	47.4		66.7	27.5		40.0	56.8	48.8	54.4	84
5	2009													0
	2010													0
	2011		60.0	50.0	52.9	*		28.6		70.0	44.4	57.9	36.2	19
1-5	2009		48.9	59.3	48.6	*	33.3	37.8		58.1	45.5	52.6	51.0	76
	2010		43.1	42.9	39.2		14.3	3.0		37.8	50.0	44.4	51.9	81
	2011	*	46.3	53.1	48.4	*	66.7	27.7		46.0	54.7	50.5	47.2	103

Number Tested	2009	0	47	27	70	2	9	45	0	43	33	76	14,637
	2010	0	51	28	74	0	7	33	0	37	44	81	13,990
	2011	1	67	32	93	1	6	47	0	50	53	103	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	1	3	*	*	0		2	2	4	304	36
	2010		6	1	6	*	*	0		2	5	7	1,717	50
	2011	*	3	2	5	*	*	1		3	3	6	2,106	38
1	2009		8	3	9		*	2		6	5	11	1,659	41
	2010		7	3	9		*	0		3	8	11	1,729	39
	2011	*	9	3	10		*	1		5	8	13	1,963	50
2	2009		0	0	0	*	0	0		0	0	0	1,027	35
	2010		2	1	2		*	0		3	1	4	954	42
	2011		1	1	3		*	0		1	2	3	1,020	34
1-2	2009		8	3	9	*	0	2		6	5	11	2,688	76
	2010		9	4	11		0	0		6	9	15	2,683	81
	2011	*	10	4	13		0	1		6	10	16	2,983	84
5	2009													0
	2010													0
	2011		1	1	2	*		0		1	1	2	701	19
1-5	2009		8	3	9	*	0	2		6	5	11	2,688	76
	2010		9	4	11		0	0		6	9	15	2,683	81
	2011	*	11	5	15	*	0	1		7	11	18	3,694	103

Number Tested	2009	0	47	27	70	2	9	45	0	43	33	76	14,637
	2010	0	51	28	74	0	7	33	0	37	44	81	13,990
	2011	1	67	32	93	1	6	47	0	50	53	103	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		37.5	43.2	40.0	*	32.3	37.1		31.3	51.4	42.0	52.8	69
	2010		54.3	40.4	45.5	*	35.3	35.1		35.0	57.1	46.3	51.2	82
	2011	*	43.5	35.1	39.3	*	32.1	29.5		40.6	37.9	39.3	56.8	61
1	2009		44.0	60.0	47.4		*	31.8		48.0	56.3	51.2	50.4	41
	2010		37.0	41.3	38.6	*	38.9	32.5		31.3	47.6	40.5	48.8	74
	2011	*	40.0	53.2	47.4	*	51.4	43.6		45.2	50.0	47.6	53.1	84
2	2009		39.1	58.3	39.4	*	28.6	28.0		45.0	43.8	44.4	53.2	36
	2010		29.2	47.2	39.2	*	42.1	37.7		45.9	39.0	42.3	54.6	78
	2011		59.1	61.0	59.3	*	58.1	52.1		53.3	67.6	60.9	56.8	64
K-2	2009		40.3	49.3	41.9	14.3	31.7	32.9		40.3	50.7	45.2	52.3	146
	2010		41.9	43.2	41.2	0.0	38.9	35.5		37.6	48.0	43.2	51.5	234
	2011	*	46.3	50.4	48.7	33.3	47.9	42.2		46.2	52.4	49.3	55.6	209
5	2009													0
	2010													0
	2011	*	6.3	25.0	16.7	*	10.5	9.1		23.1	12.5	18.0	44.8	50
K-5	2009		40.3	49.3	41.9	14.3	31.7	32.9		40.3	50.7	45.2	52.3	146
	2010		41.9	43.2	41.2	0.0	38.9	35.5		37.6	48.0	43.2	51.5	234
	2011	*	39.6	45.2	42.3	30.0	41.7	36.1		41.5	45.0	43.2	53.3	259

Number Tested	2009	0	72	71	136	7	41	82	0	77	69	146	30,563
	2010	0	86	146	221	10	108	138	0	109	125	234	40,163
	2011	3	96	157	241	10	115	180	0	130	129	259	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		1	3	4	*	2	2		2	3	5	2,455	69
	2010		3	6	8	*	6	6		2	7	9	2,358	82
	2011	*	2	1	4	*	1	2		2	2	4	2,815	61
1	2009		5	2	7		*	1		4	4	8	1,577	41
	2010		1	8	10	*	7	7		4	6	10	2,266	74
	2011	*	1	9	10	*	9	9		6	5	11	2,716	84
2	2009		1	3	4	*	1	2		3	1	4	1,686	36
	2010		3	3	4	*	2	3		4	2	6	2,484	78
	2011		4	12	16	*	10	11		8	9	17	2,746	64
K-2	2009		7	8	15	0	3	5		9	8	17	5,718	146
	2010		7	17	22	0	15	16		10	15	25	7,108	234
	2011	*	7	22	30	1	20	22		16	16	32	8,277	209
5	2009													0
	2010													0
	2011	*	0	0	0	*	0	0		0	0	0	1,395	50
K-5	2009		7	8	15	0	3	5		9	8	17	5,718	146
	2010		7	17	22	0	15	16		10	15	25	7,108	234
	2011	*	7	22	30	1	20	22		16	16	32	9,696	259

Number Tested	2009	0	72	71	136	7	41	82	0	77	69	146	30,563
	2010	0	86	146	221	10	108	138	0	109	125	234	40,163
	2011	3	96	157	241	10	115	180	0	130	129	259	51,019

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
1	2009		48.0	65.2	57.4	*	63.6	59.6		57.1	63.3	59.7	66.0	72
	2010		66.7	58.7	60.0	*	58.3	55.0		56.3	66.7	62.2	63.5	74
	2011	*	68.6	57.4	62.8	*	56.8	52.7		66.7	59.5	63.1	66.7	84
2	2009		47.8	51.1	48.5	*	51.4	47.4		58.3	39.4	49.3	60.9	69
	2010		54.2	64.2	59.5	*	63.2	57.4		59.5	63.4	61.5	61.4	78
	2011		77.3	73.2	74.6	*	71.0	66.7		73.3	76.5	75.0	62.0	64
1-2	2009		47.9	58.2	53.0	*	57.1	53.2		57.7	50.8	54.6	63.5	141
	2010		60.8	61.6	59.7	16.7	60.8	56.4		58.0	65.1	61.8	62.5	152
	2011	*	71.9	64.8	67.9	83.3	63.2	59.2		69.4	67.1	68.2	64.4	148
5	2009													0
	2010													0
	2011	*	18.8	24.2	22.4	*	15.0	17.6		26.9	16.0	21.6	48.6	51
1-5	2009		47.9	58.2	53.0	*	57.1	53.2		57.7	50.8	54.6	63.5	141
	2010		60.8	61.6	59.7	16.7	60.8	56.4		58.0	65.1	61.8	62.5	152
	2011	*	60.3	53.7	55.9	71.4	52.3	48.9		58.2	54.5	56.3	59.7	199

Number Tested	2009	0	48	91	134	5	70	109	0	78	63	141	27,480
	2010	0	51	99	144	6	74	101	0	69	83	152	26,937
	2011	2	73	121	186	7	88	137	0	98	101	199	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		6	8	12	*	4	6		10	5	15	4,597	72
	2010		6	16	23	*	14	13		7	16	23	4,129	74
	2011	*	6	12	17	*	9	11		10	8	18	4,427	84
2	2009		4	9	13	*	6	10		11	2	13	3,822	69
	2010		4	8	11	*	6	7		7	6	13	3,776	78
	2011		7	14	21	*	8	13		8	14	22	3,810	64
1-2	2009		10	17	25	*	10	16		21	7	28	8,419	141
	2010		10	24	34	0	20	20		14	22	36	7,905	152
	2011	*	13	26	38	2	17	24		18	22	40	8,237	148
5	2009													0
	2010													0
	2011	*	0	0	0	*	0	0		0	0	0	1,416	51
1-5	2009		10	17	25	*	10	16		21	7	28	8,419	141
	2010		10	24	34	0	20	20		14	22	36	7,905	152
	2011	*	13	26	38	2	17	24		18	22	40	9,660	199

Number Tested	2009	0	48	91	134	5	70	109	0	78	63	141	27,480
	2010	0	51	99	144	6	74	101	0	69	83	152	26,937
	2011	2	73	121	186	7	88	137	0	98	101	199	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			81.3	80.6	*	80.0	82.8		71.4	88.9	81.3	88.6	32
	2010			90.6	89.7	*	90.3	93.3		88.2	93.3	90.6	89.3	32
	2011			95.7	95.7	*	95.7	95.7		92.3	100.0	95.7	90.9	23
1	2009			92.3	92.3	*	96.0	92.0		92.9	91.7	92.3	88.6	26
	2010			82.9	82.4	*	81.3	81.8		86.7	80.0	82.9	89.1	35
	2011			93.9	93.5	*	93.9	93.9		88.9	100.0	93.9	89.4	33
2	2009			93.9	93.9	*	93.3	96.9		100.0	88.2	93.9	94.0	33
	2010			97.2	97.2	*	100.0	97.1		100.0	94.7	97.2	93.8	36
	2011			87.5	87.1	*	87.1	87.5		86.7	88.2	87.5	94.9	32
K-2	2009			89.0	88.9	50.0	89.4	90.7		88.6	89.4	89.0	90.4	91
	2010			90.3	89.9	57.1	90.8	90.8		91.8	88.9	90.3	90.7	103
	2011			92.0	91.8	62.5	92.0	92.0		89.1	95.2	92.0	91.7	88
5	2009													0
	2010													0
	2011			100.0	100.0		100.0	100.0		*	100.0	100.0	93.5	16
K-5	2009			89.0	88.9	50.0	89.4	90.7		88.6	89.4	89.0	90.4	91
	2010			90.3	89.9	57.1	90.8	90.8		91.8	88.9	90.3	90.7	103
	2011			93.3	93.1	62.5	93.1	93.3		90.2	96.2	93.3	91.9	104

Number Tested	2009	0	0	91	90	6	85	86	0	44	47	91	19,076
	2010	0	0	103	99	7	98	98	0	49	54	103	19,041
	2011	0	0	104	101	8	102	104	0	51	53	104	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	14	*	14	14		7	8	15	3,525	32
	2010			13	12	*	13	13		4	9	13	3,523	32
	2011			15	15	*	15	15		7	8	15	3,964	23
1	2009			12	12	*	12	11		6	6	12	2,523	26
	2010			5	5	*	5	5		1	4	5	2,529	35
	2011			13	12	*	13	13		6	7	13	2,459	33
2	2009			19	19	*	16	19		10	9	19	2,909	33
	2010			21	21	*	21	21		10	11	21	3,040	36
	2011			12	11	*	12	12		5	7	12	3,227	32
K-2	2009			46	45	1	42	44		23	23	46	8,957	91
	2010			39	38	0	39	39		15	24	39	9,092	103
	2011			40	38	0	40	40		18	22	40	9,650	88
5	2009													0
	2010													0
	2011			4	4		3	4		*	2	4	856	16
K-5	2009			46	45	1	42	44		23	23	46	8,957	91
	2010			39	38	0	39	39		15	24	39	9,092	103
	2011			44	42	0	43	44		20	24	44	10,519	104

Number Tested	2009	0	0	91	90	6	85	86	0	44	47	91	19,076
	2010	0	0	103	99	7	98	98	0	49	54	103	19,041
	2011	0	0	104	101	8	102	104	0	51	53	104	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	0	-	0	-	11	63.6	11	63.6
5	1	100.0	0	-	0	-	1	100.0
ALL	1	100.0	0	-	11	63.6	12	66.7

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
KN (29)	Beginning	18	62.1	21	72.4	24	82.8	24	82.8	24	82.8
	Intermediate	6	20.7	5	17.2	2	6.9	2	6.9	2	6.9
	Advanced	2	6.9	0	0.0	2	6.9	2	6.9	2	6.9
	Advanced High	3	10.3	3	10.3	1	3.4	1	3.4	1	3.4
1 (37)	Beginning	0	0.0	5	13.5	15	40.5	9	24.3	9	24.3
	Intermediate	12	32.4	14	37.8	11	29.7	6	16.2	6	16.2
	Advanced	18	48.6	14	37.8	9	24.3	16	43.2	17	45.9
	Advanced High	7	18.9	4	10.8	2	5.4	6	16.2	5	13.5
2 (35)	Beginning	5	14.3	13	37.1	13	37.1	1	2.9	1	2.9
	Intermediate	12	34.3	10	28.6	11	31.4	9	25.7	10	28.6
	Advanced	12	34.3	8	22.9	7	20.0	12	34.3	12	34.3
	Advanced High	6	17.1	4	11.4	4	11.4	13	37.1	12	34.3
3 (33)	Beginning	0	0.0	3	9.1	6	18.2	6	18.8	6	18.8
	Intermediate	7	21.2	6	18.2	7	21.2	6	18.8	6	18.8
	Advanced	11	33.3	17	51.5	14	42.4	6	18.8	6	18.8
	Advanced High	15	45.5	7	21.2	6	18.2	14	43.8	14	43.8
4 (33)	Beginning	0	0.0	0	0.0	0	0.0	1	3.1	1	3.1
	Intermediate	3	9.1	4	12.1	7	21.2	9	28.1	9	28.1
	Advanced	11	33.3	11	33.3	12	36.4	8	25.0	9	28.1
	Advanced High	19	57.6	18	54.5	14	42.4	14	43.8	13	40.6

**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	-	-	-	
35 24 (68.6%)	Beginning	8			
	Intermediate	5	1		
	Advanced	10	4	2	
	Advanced High	3	1	1	
35 28 (80.0%)	Beginning	1			
	Intermediate	8	2		
	Advanced	3	5	4	
	Advanced High	0	5	7	
31 17 (54.8%)	Beginning	5			
	Intermediate	1	5		
	Advanced	0	2	4	
	Advanced High	0	1	13	
30 17 (56.7%)	Beginning	1			
	Intermediate	1	7		
	Advanced	1	2	5	
	Advanced High	0	0	13	

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
5 (23)	Beginning	1	4.3	1	4.3	1	4.3	0	0.0	0	0.0
	Intermediate	2	8.7	3	13.0	7	30.4	1	4.5	1	4.5
	Advanced	9	39.1	3	13.0	10	43.5	7	31.8	8	36.4
	Advanced High	11	47.8	16	69.6	5	21.7	14	63.6	13	59.1
ALL (190)	Beginning	24	12.6	43	22.6	59	31.1	41	21.9	41	21.9
	Intermediate	42	22.1	42	22.1	45	23.7	33	17.6	34	18.2
	Advanced	63	33.2	53	27.9	54	28.4	51	27.3	54	28.9
	Advanced High	61	32.1	52	27.4	32	16.8	62	33.2	58	31.0

**PROGRESSION FROM
2010 TO 2011**

Number Rated Both Years N (%) Progressed	2011 Level	2010 Level			
		Beg	Int	Adv	Adv High
21 <hr/> 17 (81.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	4	4	
	Advanced High	0	2	11	
152 <hr/> 103 (67.8%)	Beginning	15			
	Intermediate	15	15		
	Advanced	14	17	19	
	Advanced High	3	9	45	

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