

DATA PACKET

for 2011-12 planning

School Number 195

PRESTON HOLLOW



**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	58
KN	72
1	60
2	46
3	38
4	45
5	47
ALL	366

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	38	10.4	4	12.9
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	9	2.5	*	*
Hispanic	283	77.3	13	41.9
White	35	9.6	14	45.2
Multiple	1	0.3	0	0.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indian/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	258	70.5
Economically disadvantaged	312	85.2
Limited English proficient (LEP)	218	59.6
Special education	31	8.5
Talented and Gifted (TAG)	33	9.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2009	55	5	9.1	0	0.0	2	3.6	47	85.5	1	1.8	—	—
	2010	58	9	15.5	0	0.0	2	3.4	46	79.3	1	1.7	—	—
	2011	58	2	3.4	0	0.0	0	0.0	52	89.7	3	5.2	1	1.7
KN	2009	52	7	13.5	0	0.0	2	3.8	40	76.9	3	5.8	—	—
	2010	61	5	8.2	0	0.0	1	1.6	52	85.2	3	4.9	—	—
	2011	72	9	12.5	0	0.0	4	5.6	51	70.8	8	11.1	0	0.0
1	2009	34	5	14.7	0	0.0	1	2.9	23	67.6	5	14.7	—	—
	2010	40	5	12.5	0	0.0	2	5.0	29	72.5	4	10.0	—	—
	2011	60	6	10.0	0	0.0	1	1.7	51	85.0	2	3.3	0	0.0
2	2009	50	1	2.0	0	0.0	2	4.0	33	66.0	14	28.0	—	—
	2010	32	5	15.6	0	0.0	1	3.1	23	71.9	3	9.4	—	—
	2011	46	6	13.0	0	0.0	1	2.2	35	76.1	4	8.7	0	0.0
3	2009	51	4	7.8	0	0.0	1	2.0	42	82.4	4	7.8	—	—
	2010	45	1	2.2	0	0.0	2	4.4	29	64.4	13	28.9	—	—
	2011	38	8	21.1	0	0.0	0	0.0	28	73.7	2	5.3	0	0.0
4	2009	45	3	6.7	0	0.0	0	0.0	36	80.0	6	13.3	—	—
	2010	45	6	13.3	0	0.0	1	2.2	34	75.6	4	8.9	—	—
	2011	45	3	6.7	0	0.0	0	0.0	29	64.4	13	28.9	0	0.0
5	2009	37	2	5.4	0	0.0	1	2.7	25	67.6	9	24.3	—	—
	2010	34	2	5.9	0	0.0	0	0.0	26	76.5	6	17.6	—	—
	2011	47	4	8.5	0	0.0	3	6.4	37	78.7	3	6.4	0	0.0
PK-5	2009	338	28	8.3	0	0.0	9	2.7	258	76.3	43	12.7	—	—
	2010	315	33	10.5	0	0.0	9	2.9	239	75.9	34	10.8	—	—
	2011	366	38	10.4	0	0.0	9	2.5	283	77.3	35	9.6	1	0.3

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	55	54	98.2	43	78.2	1	1.8	44	80.0	0	0.0	55	100.0	0.0
	2010	58	57	98.3	38	65.5	0	0.0	40	69.0	0	0.0	58	100.0	0.0
	2011	58	57	98.3	45	77.6	0	0.0	46	79.3	0	0.0	58	100.0	0.0
KN	2009	52	38	73.1	36	69.2	2	3.8	36	69.2	2	3.8	19	36.5	1.9
	2010	61	55	90.2	43	70.5	4	6.6	49	80.3	1	1.6	27	44.3	3.3
	2011	72	61	84.7	42	58.3	2	2.8	53	73.6	1	1.4	25	34.7	2.8
1	2009	34	30	88.2	15	44.1	5	14.7	17	50.0	3	8.8	6	17.6	2.9
	2010	40	33	82.5	25	62.5	1	2.5	25	62.5	7	17.5	8	20.0	0.0
	2011	60	55	91.7	40	66.7	6	10.0	49	81.7	6	10.0	6	10.0	6.7
2	2009	50	32	64.0	26	52.0	5	10.0	32	64.0	10	20.0	5	10.0	4.0
	2010	32	26	81.3	14	43.8	3	9.4	22	68.8	3	9.4	5	15.6	3.1
	2011	46	39	84.8	30	65.2	3	6.5	36	78.3	5	10.9	4	8.7	2.2
3	2009	51	39	76.5	31	60.8	3	5.9	37	72.5	2	3.9	8	15.7	5.9
	2010	45	29	64.4	20	44.4	5	11.1	25	55.6	9	20.0	1	2.2	0.0
	2011	38	34	89.5	15	39.5	7	18.4	21	55.3	4	10.5	6	15.8	0.0
4	2009	45	36	80.0	31	68.9	4	8.9	37	82.2	8	17.8	8	17.8	0.0
	2010	45	38	84.4	23	51.1	2	4.4	27	60.0	4	8.9	4	8.9	4.4
	2011	45	28	62.2	21	46.7	10	22.2	23	51.1	10	22.2	7	15.6	2.2
5	2009	37	26	70.3	11	29.7	4	10.8	13	35.1	6	16.2	5	13.5	2.7
	2010	34	27	79.4	18	52.9	4	11.8	25	73.5	10	29.4	3	8.8	0.0
	2011	47	38	80.9	25	53.2	3	6.4	30	63.8	7	14.9	3	6.4	2.1
PK-5	2009	338	266	78.7	193	57.1	38	11.2	216	63.9	31	9.2	116	34.3	3.6
	2010	315	265	84.1	181	57.5	19	6.0	213	67.6	34	10.8	106	33.7	1.6
	2011	366	312	85.2	218	59.6	31	8.5	258	70.5	33	9.0	109	29.8	2.5

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	53.7	13,515.0	52.2	97.3	12,939.1	95.7	8	14.9	22.3	50	11,501	93.1	85.1
	2010	62.1	13,234.2	60.1	96.7	12,616.4	95.3	7	11.3	21.7	55	11,233	88.6	84.9
	2011	70.2	13,210.6	68.7	97.8	12,645.0	95.7	5	7.1	21.5	69	11,602	98.3	87.8
1	2009	36.5	14,250.8	35.7	97.8	13,719.9	96.3	6	16.5	20.5	32	12,300	87.7	86.3
	2010	38.8	13,848.4	37.8	97.3	13,286.3	95.9	7	18.0	20.3	36	11,978	92.7	86.5
	2011	59.9	13,458.2	58.5	97.7	12,967.0	96.4	6	10.0	19.0	59	12,047	98.5	89.5
2	2009	53.6	13,950.1	52.6	98.1	13,499.0	96.8	9	16.8	18.5	48	12,231	89.5	87.7
	2010	33.1	13,440.8	31.9	96.5	12,947.4	96.3	7	21.2	19.2	28	11,794	84.7	87.7
	2011	47.0	13,012.8	45.9	97.7	12,592.7	96.8	7	14.9	17.1	42	11,853	89.4	91.1
3	2009	51.1	13,095.5	50.0	98.0	12,710.6	97.1	8	15.7	18.2	48	11,634	94.0	88.8
	2010	44.1	13,291.1	42.9	97.3	12,853.9	96.7	4	9.1	17.8	42	11,815	95.2	88.9
	2011	35.6	12,619.0	34.6	97.3	12,254.0	97.1	5	14.1	16.7	33	11,604	92.8	92.0
4	2009	43.9	12,156.4	43.0	98.0	11,789.9	97.0	8	18.2	17.9	42	10,731	95.8	88.3
	2010	44.8	12,299.7	43.5	97.1	11,900.0	96.8	7	15.6	17.3	43	10,987	95.9	89.3
	2011	45.4	12,506.4	44.5	98.0	12,149.9	97.1	5	11.0	15.7	43	11,544	94.6	92.3
5	2009	37.4	11,903.5	36.9	98.5	11,552.9	97.1	9	24.0	17.3	33	10,563	88.2	88.7
	2010	35.0	11,687.8	34.3	97.9	11,310.1	96.8	1	2.9	17.1	30	10,453	85.7	89.4
	2011	46.5	11,742.5	45.7	98.4	11,419.3	97.2	2	4.3	8.3	44	10,892	94.7	92.8
KN-5	2009	314.4	83,476.5	307.5	97.8	80,586.5	96.5	122	38.8	30.6	312	76,517	99.2	91.7
	2010	257.9	77,802.0	250.5	97.1	74,914.0	96.3	33	12.8	18.9	234	68,260	90.7	87.7
	2011	304.6	76,549.5	298.0	97.8	74,027.9	96.7	30	9.9	16.6	290	69,542	95.2	90.8

Teachers: 31

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	4	12.9
Hispanic	13	41.9
White	14	45.2
Multiple categories	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	28	90.3
Male	3	9.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	6.4	NA
2009-10	6.6	NA
2010-11	6.3	100.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.2
1	0	0.0
2	2	6.5
3	3	9.7
4	3	9.7
5	2	6.5
1-3	5	16.1
More than 3	25	80.6
1 - 5	10	32.3
6 - 10	5	16.1
11 - 20	3	9.7
More than 20	12	38.7

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009	*	*	100.0	100.0	*	*	92.3		88.9	100.0	96.3	87.3	27
	2010	100.0	*	100.0	100.0	*	*	100.0		100.0	100.0	100.0	85.4	27
	2011	*	83.3	100.0	93.8	*		*		100.0	87.5	95.0	82.0	20
4	2009	100.0	*	91.7	91.7	*	100.0	100.0		100.0	88.9	95.2	75.8	21
	2010	*	100.0	85.7	89.5	*	*	*		66.7	100.0	92.0	77.9	25
	2011	100.0	*	100.0	100.0	*	*	*		100.0	100.0	100.0	78.6	22
5	2009	100.0	*	95.0	95.2	*	*	87.5		100.0	94.4	96.8	82.9	31
	2010	100.0	*	90.0	90.9	*	*	88.9		90.0	100.0	94.4	86.1	18
	2011	*	*	94.4	94.4	*	*	90.0		85.7	100.0	96.3	89.0	27
3-5	2009	95.0	100.0	96.0	95.7	83.3	94.1	94.1		97.1	95.6	96.2	81.5	79
	2010	100.0	100.0	91.4	92.7	100.0	75.0	90.5		89.3	100.0	95.7	83.4	70
	2011	100.0	91.7	97.4	95.0	100.0	85.7	88.9		96.8	97.4	97.1	83.6	69

NUMBER TESTED IN GRADES 3-5													
2009	20	8	50	47	6	17	34	0	34	45	79	28,126	
2010	23	9	35	41	7	8	21	0	28	42	70	24,751	
2011	17	12	38	40	6	7	18	0	31	38	69	22,181	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009	*	*	0	0	*	*	1		1	0	1	960	27
	2010	0	*	0	0	*	*	0		0	0	0	1,039	27
	2011	*	1	0	1	*		*		0	1	1	1,214	20
4	2009	0	*	1	1	*	0	0		0	1	1	2,449	21
	2010	*	0	2	2	*	*	*		2	0	2	1,640	25
	2011	0	*	0	0	*	*	*		0	0	0	1,506	22
5	2009	0	*	1	1	*	*	1		0	1	1	1,793	31
	2010	0	*	1	1	*	*	1		1	0	1	1,427	18
	2011	*	*	1	1	*	*	1		1	0	1	919	27
3-5	2009	1	0	2	2	1	1	2		1	2	3	5,202	79
	2010	0	0	3	3	0	2	2		3	0	3	4,106	70
	2011	0	1	1	2	0	1	2		1	1	2	3,639	69

	NUMBER TESTED IN GRADES 3-5											
2009	20	8	50	47	6	17	34	0	34	45	79	28,126
2010	23	9	35	41	7	8	21	0	28	42	70	24,751
2011	17	12	38	40	6	7	18	0	31	38	69	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	87.4	87.8	90.1	92.1
	2010	92.1	94.7	93.2	91.7
	2011	85.3	81.4	92.5	87.5
4	2009	89.5	86.9	83.0	90.5
	2010	87.7	94.5	93.7	84.4
	2011	88.5	89.2	87.0	87.3
5	2009	85.6	87.5	90.7	83.4
	2010	89.3	86.1	86.8	86.3
	2011	90.6	89.8	89.4	85.8
3-5	2009	87.3	87.5	88.5	88.3
	2010	89.8	92.4	91.7	87.7
	2011	88.4	87.2	89.5	86.7

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	*	*	50.0	64.3	*	*	53.8		33.3	72.2	59.3	34.1	27
	2010	69.2	*	63.6	72.7	*	*	71.4		83.3	60.0	70.4	37.1	27
	2011	*	50.0	41.7	50.0	*		*		50.0	37.5	45.0	33.6	20
4	2009	83.3	*	33.3	16.7	*	57.1	46.2		66.7	11.1	42.9	18.4	21
	2010	*	50.0	7.1	31.6	*	*	*		16.7	42.1	36.0	19.4	25
	2011	41.7	*	37.5	16.7	*	*	*		25.0	60.0	40.9	27.7	22
5	2009	50.0	*	30.0	28.6	*	*	12.5		30.8	44.4	38.7	18.5	31
	2010	66.7	*	30.0	27.3	*	*	44.4		60.0	25.0	44.4	23.6	18
	2011	*	*	44.4	44.4	*	*	40.0		14.3	55.0	44.4	28.1	27
3-5	2009	65.0	50.0	38.0	36.2	33.3	41.2	41.2		44.1	48.9	46.8	22.7	79
	2010	73.9	55.6	31.4	41.5	42.9	25.0	52.4		60.7	45.2	51.4	26.2	70
	2011	47.1	41.7	42.1	42.5	0.0	28.6	38.9		32.3	52.6	43.5	29.7	69

	NUMBER TESTED IN GRADES 3-5											
2009	20	8	50	47	6	17	34	0	34	45	79	28,126
2010	23	9	35	41	7	8	21	0	28	42	70	24,751
2011	17	12	38	40	6	7	18	0	31	38	69	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	*	*	85.0	80.0	*	82.1	80.0		90.5	82.1	85.7	77.3	49
	2010	100.0	*	92.0	96.0	*	93.8	95.2		100.0	91.7	95.1	78.2	41
	2011	*	66.7	91.3	85.2	*	81.8	73.3		100.0	73.3	87.1	80.7	31
4	2009	100.0	*	77.4	71.0	*	76.9	74.2		76.2	78.9	77.5	79.4	40
	2010	*	83.3	93.9	91.9	*	95.5	91.7		100.0	88.5	93.2	81.8	44
	2011	100.0	*	95.5	95.0	*	93.8	94.4		100.0	94.4	97.2	82.6	36
5	2009	100.0	*	91.3	91.3	*	75.0	81.8		100.0	90.0	93.9	87.0	33
	2010	83.3	*	100.0	100.0	*	100.0	100.0		100.0	94.1	97.0	87.7	33
	2011	*	*	86.1	86.5	*	83.3	82.1		88.9	88.9	88.9	88.7	45
3-5	2009	100.0	62.5	84.0	79.8	88.9	79.0	77.9		87.3	83.6	85.2	81.0	122
	2010	95.7	88.9	95.2	95.5	100.0	96.4	95.7		100.0	91.0	94.9	82.3	118
	2011	100.0	81.8	90.1	88.1	*	86.3	83.6		96.2	86.7	91.1	83.9	112

	NUMBER TESTED IN GRADES 3-5											
2009	19	8	94	89	9	62	77	0	55	67	122	33,546
2010	23	9	83	88	9	55	69	0	51	67	118	34,834
2011	17	11	81	84	5	51	61	0	52	60	112	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	7	*	5	7		2	5	7	2,781	49
	2010	0	*	2	1	*	1	1		0	2	2	2,739	41
	2011	*	2	2	4	*	2	4		0	4	4	2,370	31
4	2009	0	*	7	9	*	6	8		5	4	9	2,196	40
	2010	*	1	2	3	*	1	2		0	3	3	2,101	44
	2011	0	*	1	1	*	1	1		0	1	1	2,100	36
5	2009	0	*	2	2	*	2	2		0	2	2	1,386	33
	2010	1	*	0	0	*	0	0		0	1	1	1,314	33
	2011	*	*	5	5	*	4	5		2	3	5	1,274	45
3-5	2009	0	3	15	18	1	13	17		7	11	18	6,363	122
	2010	1	1	4	4	0	2	3		0	6	6	6,154	118
	2011	0	2	8	10	*	7	10		2	8	10	5,744	112

	NUMBER TESTED IN GRADES 3-5											
2009	19	8	94	89	9	62	77	0	55	67	122	33,546
2010	23	9	83	88	9	55	69	0	51	67	118	34,834
2011	17	11	81	84	5	51	61	0	52	60	112	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	85.1	83.7	93.2	84.7	86.7	72.2
	2010	88.3	82.1	89.0	82.5	90.2	79.6
	2011	85.5	84.4	89.2	79.0	87.9	73.8
4	2009	87.3	86.4	74.6	79.2	77.5	79.1
	2010	92.6	90.3	81.1	87.1	83.5	77.8
	2011	93.2	92.1	81.9	86.6	89.6	85.4
5	2009	89.0	83.5	86.1	84.0	83.3	83.3
	2010	89.8	85.7	89.6	89.6	86.4	83.3
	2011	84.8	74.0	89.5	80.0	86.7	77.5
3-5	2009	86.9	84.5	85.2	82.7	82.8	77.5
	2010	90.3	86.2	86.2	86.2	86.7	80.0
	2011	87.7	82.7	87.0	81.8	87.9	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	*	*	32.5	31.4	*	25.0	28.6		19.0	53.6	38.8	29.0	49
	2010	53.8	*	28.0	28.0	*	18.8	19.0		58.8	20.8	36.6	21.3	41
	2011	*	33.3	43.5	44.4	*	36.4	26.7		62.5	20.0	41.9	24.4	31
4	2009	100.0	*	32.3	25.8	*	30.8	35.5		38.1	42.1	40.0	31.6	40
	2010	*	66.7	33.3	40.5	*	22.7	25.0		27.8	53.8	43.2	29.1	44
	2011	58.3	*	40.9	35.0	*	37.5	38.9		44.4	50.0	47.2	31.3	36
5	2009	55.6	*	52.2	47.8	*	25.0	27.3		53.8	50.0	51.5	38.4	33
	2010	83.3	*	56.0	53.8	*	47.1	54.2		62.5	58.8	60.6	34.5	33
	2011	*	*	27.8	27.0	*	29.2	21.4		22.2	40.7	33.3	32.5	45
3-5	2009	73.7	25.0	37.2	33.7	11.1	27.4	31.2		34.5	49.3	42.6	32.8	122
	2010	65.2	55.6	38.6	40.9	33.3	29.1	33.3		49.0	43.3	45.8	27.9	118
	2011	58.8	36.4	35.8	34.5	*	33.3	27.9		42.3	38.3	40.2	29.3	112

	NUMBER TESTED IN GRADES 3-5											
2009	19	8	94	89	9	62	77	0	55	67	122	33,546
2010	23	9	83	88	9	55	69	0	51	67	118	34,834
2011	17	11	81	84	5	51	61	0	52	60	112	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	83.3	*	83.3	83.3	*	71.4	76.9		83.3	88.9	85.7	87.4	21
	2010	*	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	89.8	25
	2011	100.0	*	100.0	100.0	*	*	*		100.0	100.0	100.0	86.9	23

	NUMBER TESTED IN GRADE 4											
2009	6	3	12	12	1	7	13	0	12	9	21	10,032
2010	4	6	14	19	2	3	5	0	6	19	25	7,294
2011	12	2	8	6	3	2	4	0	13	10	23	6,935

Shaded cells indicate percentages below 70 percent, the 2010-11 AIES 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	1	*	2	2	*	2	3		2	1	3	1,264	21
	2010	*	0	0	0	*	*	*		0	0	0	744	25
	2011	0	*	0	0	*	*	*		0	0	0	908	23

	NUMBER TESTED IN GRADE 4											
2009	6	3	12	12	1	7	13	0	12	9	21	10,032
2010	4	6	14	19	2	3	5	0	6	19	25	7,294
2011	12	2	8	6	3	2	4	0	13	10	23	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	2.4	94.0	91.7	91.1	94.0
	2010	2.8	88.0	91.0	91.5	91.0
	2011	2.6	90.2	90.2	92.4	91.3

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	66.7	*	50.0	41.7	*	42.9	38.5		58.3	44.4	52.4	21.0	21
	2010	*	83.3	50.0	57.9	*	*	*		33.3	73.7	64.0	23.8	25
	2011	50.0	*	25.0	16.7	*	*	*		46.2	50.0	47.8	22.4	23

	NUMBER TESTED IN GRADE 4											
2009	6	3	12	12	1	7	13	0	12	9	21	10,032
2010	4	6	14	19	2	3	5	0	6	19	25	7,294
2011	12	2	8	6	3	2	4	0	13	10	23	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	100.0	*	81.8	82.6	*	42.9	60.0		91.7	85.0	87.5	75.9	32
	2010	100.0	*	83.3	84.0	*	75.0	82.6		86.7	88.2	87.5	81.4	32
	2011	*	*	80.6	81.6	*	70.8	76.7		83.3	85.7	84.8	80.9	46

	NUMBER TESTED IN GRADE 5											
2009	9	1	22	23	3	7	10	0	12	20	32	10,550
2010	6	2	24	25	4	16	23	0	15	17	32	10,576
2011	3	4	36	38	2	24	30	0	18	28	46	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	0	*	4	4	*	4	4		1	3	4	2,542	32
	2010	0	*	4	4	*	4	4		2	2	4	1,965	32
	2011	*	*	7	7	*	7	7		3	4	7	1,942	46

NUMBER TESTED IN GRADE 5													
2009	9	1	22	23	3	7	10	0	12	20	32	10,550	
2010	6	2	24	25	4	16	23	0	15	17	32	10,576	
2011	3	4	36	38	2	24	30	0	18	28	46	10,176	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	89.9	92.7	83.3	69.1
	2010	88.0	90.6	84.4	77.8
	2011	83.1	85.0	88.2	88.6

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	88.9	*	31.8	30.4	*	14.3	30.0		75.0	30.0	46.9	29.1	32
	2010	66.7	*	20.8	20.0	*	0.0	21.7		46.7	17.6	31.3	32.8	32
	2011	*	*	30.6	31.6	*	20.8	20.0		44.4	35.7	39.1	34.0	46

	NUMBER TESTED IN GRADES 5											
2009	9	1	22	23	3	7	10	0	12	20	32	10,550
2010	6	2	24	25	4	16	23	0	15	17	32	10,576
2011	3	4	36	38	2	24	30	0	18	28	46	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			91.7	91.3		91.7	95.7		85.7	100.0	91.7	89.4	24
	2010			100.0	100.0		100.0	100.0		*	100.0	100.0	84.5	14
	2011			75.0	75.0		75.0	75.0		*	62.5	75.0	87.2	12
4	2009			75.0	75.0	*	75.0	73.7		55.6	90.9	75.0	72.7	20
	2010			94.7	94.4		94.7	94.7		100.0	85.7	94.7	84.4	19
	2011			100.0	100.0		100.0	100.0		100.0	100.0	100.0	85.0	16
5	2009			*	*	*	*	*		*	*	*	79.7	3
	2010			93.3	93.3	*	92.9	93.3		100.0	88.9	93.3	80.3	15
	2011			88.9	89.5		89.5	89.5		100.0	75.0	89.5	86.3	19
ALL	2009			83.0	82.2	*	83.0	84.4		75.0	91.3	83.0	—	47
	2010			95.8	95.7	*	95.7	95.8		100.0	92.0	95.8	—	48
	2011			89.1	89.4		89.4	89.4		100.0	80.0	89.4	—	47

NUMBER TESTED IN GRADES ALL													
2009	0	0	47	45	4	47	45	0	24	23	47	—	
2010	0	0	48	47	2	47	48	0	23	25	48	—	
2011	0	0	46	47	0	47	47	0	22	25	47	—	

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	1		2	0	2	514	24
	2010			0	0		0	0		*	0	0	863	14
	2011			3	3		3	3		*	3	3	710	12
4	2009			5	5	*	5	5		4	1	5	268	20
	2010			1	1		1	1		0	1	1	651	19
	2011			0	0		0	0		0	0	0	755	16
5	2009			*	*	*	*	*		*	*	*	86	3
	2010			1	1	*	1	1		0	1	1	120	15
	2011			2	2		2	2		0	2	2	398	19
ALL	2009			8	8	*	8	7		6	2	8	—	47
	2010			2	2	*	2	2		0	2	2	—	48
	2011			5	5		5	5		0	5	5	—	47

NUMBER TESTED IN GRADES ALL													
2009	0	0	47	45	4	47	45	0	24	23	47	—	
2010	0	0	48	47	2	47	48	0	23	25	48	—	
2011	0	0	46	47	0	47	47	0	22	25	47	—	

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	76.9	82.1	82.6	75.0
	2010	82.9	90.8	67.9	80.4
	2011	75.6	76.2	79.2	87.5
4	2009	76.0	80.6	72.1	74.5
	2010	82.5	88.8	87.2	82.6
	2011	90.4	90.6	84.8	90.0
5	2009	*	*	*	*
	2010	82.1	89.2	85.8	79.0
	2011	72.9	80.3	75.7	72.5
ALL	2009	76.1	81.0	77.4	74.7
	2010	82.4	89.5	81.1	80.8
	2011	79.5	82.8	79.7	82.3

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			20.8	17.4		20.8	21.7		14.3	30.0	20.8	30.6	24
	2010			42.9	42.9		42.9	42.9		*	33.3	42.9	39.6	14
	2011			66.7	66.7		66.7	66.7		*	50.0	66.7	43.5	12
4	2009			40.0	40.0	*	40.0	36.8		33.3	45.5	40.0	21.1	20
	2010			42.1	38.9		42.1	42.1		33.3	57.1	42.1	34.4	19
	2011			62.5	62.5		62.5	62.5		71.4	55.6	62.5	38.5	16
5	2009			*	*	*	*	*		*	*	*	15.3	3
	2010			60.0	60.0	*	57.1	60.0		50.0	66.7	60.0	21.2	15
	2011			22.2	26.3		26.3	26.3		36.4	12.5	26.3	29.0	19
ALL	2009			29.8	26.7	*	29.8	28.9		25.0	34.8	29.8	—	47
	2010			47.9	46.8	*	46.8	47.9		43.5	52.0	47.9	—	48
	2011			47.8	48.9		48.9	48.9		59.1	40.0	48.9	—	47

NUMBER TESTED IN ALL GRADES													
2009	0	0	47	45	4	47	45	0	24	23	47	—	
2010	0	0	48	47	2	47	48	0	23	25	48	—	
2011	0	0	46	47	0	47	47	0	22	25	47	—	

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			75.0	75.0	*	75.0	73.7		55.6	90.9	75.0	87.1	20
	2010			94.7	94.4		94.7	94.7		100.0	85.7	94.7	93.7	19
	2011			100.0	100.0		100.0	100.0		100.0	100.0	100.0	93.2	16

NUMBER TESTED IN GRADE 4													
2009	0	0	20	20	3	20	19	0	9	11	20	981	
2010	0	0	19	18	0	19	19	0	12	7	19	4,216	
2011	0	0	16	16	0	16	16	0	7	9	16	5,054	

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	Spec Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009			5	5	*	5	5		4	1	5	127	20
	2010			1	1		1	1		0	1	1	266	19
	2011			0	0		0	0		0	0	0	346	16

NUMBER TESTED IN GRADE 4													
2009	0	0	20	20	3	20	19	0	9	11	20	981	
2010	0	0	19	18	0	19	19	0	12	7	19	4,216	
2011	0	0	16	16	0	16	16	0	7	9	16	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	1.9	88.8	85.0	90.6	91.9
	2010	2.4	94.7	88.8	94.1	93.4
	2011	2.4	90.6	96.9	96.9	94.5

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			10.0	10.0	*	10.0	10.5		11.1	9.1	10.0	20.4	20
	2010			36.8	33.3		36.8	36.8		41.7	28.6	36.8	30.4	19
	2011			37.5	37.5		37.5	37.5		42.9	33.3	37.5	27.7	16

NUMBER TESTED IN GRADE 4													
2009	0	0	20	20	3	20	19	0	9	11	20	981	
2010	0	0	19	18	0	19	19	0	12	7	19	4,216	
2011	0	0	16	16	0	16	16	0	7	9	16	5,054	

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009												81.2	0
	2010			*	*	*	*	*		*	*	*	78.3	2
	2011		*	*	*	*	*	*		*		*	82.7	2
4	2009			*	*	*	*	*			0.0	*	75.8	1
	2010												80.6	0
	2011			*	*	*	*	*		*	*	*	80.2	2
5	2009		*	*	*	*	*			*		*	80.2	2
	2010												86.4	0
	2011		*	*	*	*	*	*			*	*	88.1	2
3-5	2009		*	*	*	*	*	*		*	*	*	78.8	3
	2010			*	*	*	*	*		*	*	*	82.4	2
	2011		*	*	*	100.0	*	100.0		*	*	100.0	83.8	6

	NUMBER TESTED IN GRADES 3-5											
2009	0	1	2	3	3	2	1	0	2	1	3	1,743
2010	0	0	2	2	2	2	2	0	1	1	2	1,615
2011	0	2	4	5	6	4	6	0	3	3	6	1,379

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009												85	0
	2010			*	*	*	*	*		*	*	*	102	2
	2011		*	*	*	*	*	*		*		*	63	2
4	2009			*	*	*	*	*			*	*	157	1
	2010												92	0
	2011			*	*	*	*	*		*	*	*	101	2
5	2009		*	*	*	*	*			*		*	127	2
	2010												91	0
	2011		*	*	*	*	*	*			*	*	60	2
3-5	2009		*	*	*	*	*	*		*	*	*	369	3
	2010			*	*	*	*	*		*	*	*	285	2
	2011		*	*	*	0	*	0		*	*	0	224	6

	NUMBER TESTED IN GRADES 3-5											
2009	0	1	2	3	3	2	1	0	2	1	3	1,743
2010	0	0	2	2	2	2	2	0	1	1	2	1,615
2011	0	2	4	5	6	4	6	0	3	3	6	1,379

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2009						
	2010	*	*	*	*	*	*
	2011	*	*	*	*	*	*
4	2009	*	*	*	*	*	*
	2010						
	2011	*	*	*	*	*	*
5	2009	*	*	*	*	*	*
	2010						
	2011	*	*	*	*	*	*
3-5	2009	*	*	*	*	*	*
	2010	*	*	*	*	*	*
	2011	88.4	80.0	87.2	78.3	88.9	71.1

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009												22.3	0
	2010			*	*	*	*	*		*	*	*	13.4	2
	2011		*	*	*	*	*	*		*		*	20.6	2
4	2009			*	*	*	*	*			*	*	14.0	1
	2010												20.2	0
	2011			*	*	*	*	*		*	*	*	25.3	2
5	2009		*	*	*	*	*			*		*	17.2	2
	2010												18.9	0
	2011		*	*	*	*	*	*			*	*	20.0	2
3-5	2009		*	*	*	*	*	*		*	*	*	17.3	3
	2010			*	*	*	*	*		*	*	*	17.7	2
	2011		*	*	*	50.0	*	50.0		*	*	50.0	22.1	6

	NUMBER TESTED IN GRADES 3-5											
2009	0	1	2	3	3	2	1	0	2	1	3	1,743
2010	0	0	2	2	2	2	2	0	1	1	2	1,615
2011	0	2	4	5	6	4	6	0	3	3	6	1,379

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

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the ITBS

Grade	Year	READING TOTAL (**READING PROFILE TOTAL)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009					0
	2010					0
	2011					0
1	2009	*	76.5	68.4	54.2	19
	2010	*	92.3	92.9	55.2	14
	2011	33.3	66.7	47.6	58.1	21
2	2009	60.0	100.0	85.2	47.9	27
	2010	50.0	90.0	72.2	48.6	18
	2011	*	88.9	64.3	50.7	14
5	2009					0
	2010					0
	2011					0
1-5	2009	50.0	88.2	78.3	51.0	46
	2010	55.6	91.3	81.3	51.9	32
	2011	29.4	77.8	54.3	47.2	35

Number Tested	2009	12	34	46	14,637	
	2010	9	23	32	13,990	
	2011	17	18	35	23,002	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009	63.9	94.1	73.6	52.8	53
	2010	43.8	83.3	51.7	51.2	60
	2011	47.1	95.0	60.6	56.8	71
1	2009	*	76.5	68.4	50.4	19
	2010	56.5	93.3	71.1	48.8	38
	2011	43.8	66.7	47.4	53.1	57
2	2009	60.0	88.2	77.8	53.2	27
	2010	61.9	100.0	74.2	54.6	31
	2011	54.3	77.8	59.1	56.8	44
5	2009					0
	2010					0
	2011	36.7	52.9	42.6	44.8	47
K-5	2009	60.4	86.3	73.7	52.3	99
	2010	51.1	91.9	62.8	51.5	129
	2011	45.7	74.5	53.0	53.3	219

Number Tested	2009	48	51	99	30,563	
	2010	92	37	129	40,163	
	2011	164	55	219	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	*	*	50.0	66.7	*		*		69.2	66.7	68.4	54.2	19
	2010	*	*	*	85.7		*	*		100.0	87.5	92.9	55.2	14
	2011	*	66.7	41.7	43.8	*	*	33.3		53.8	37.5	47.6	58.1	21
2	2009	92.9	*	70.0	70.0	*	*	60.0		78.6	92.3	85.2	47.9	27
	2010	*	*	77.8	66.7	*		50.0		66.7	83.3	72.2	48.6	18
	2011	*	*	57.1	50.0	*	*	*		50.0	75.0	64.3	50.7	14
1-2	2009	94.7	83.3	61.1	68.0	40.0	*	50.0		74.1	84.2	78.3	51.0	46
	2010	85.7	70.0	83.3	73.7	*	*	55.6		77.8	85.7	81.3	51.9	32
	2011	66.7	66.7	47.4	45.8	*	*	29.4		52.6	56.3	54.3	54.4	35
1-5	2009	94.7	83.3	61.1	68.0	40.0	*	50.0		74.1	84.2	78.3	51.0	46
	2010	85.7	70.0	83.3	73.7	*	*	55.6		77.8	85.7	81.3	51.9	32
	2011	66.7	66.7	47.4	45.8	*	*	29.4		52.6	56.3	54.3	47.2	35

Number Tested	2009	19	6	18	25	10	4	12	0	27	19	46	14,637
	2010	7	10	12	19	3	1	9	0	18	14	32	13,990
	2011	6	9	19	24	5	5	17	0	19	16	35	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)
1	2009	*	*	3	6	*		*		5	4	9	1,659	19
	2010	*	*	*	4		*	*		5	6	11	1,729	14
	2011	*	2	2	2	*	*	0		1	3	4	1,963	21
2	2009	9	*	0	0	*	*	2		6	3	9	1,027	27
	2010	*	*	1	2	*		0		2	0	2	954	18
	2011	*	*	0	0	*	*	*		0	1	1	1,020	14
1-2	2009	12	3	3	6	2	*	2		11	7	18	2,688	46
	2010	5	3	3	6	*	*	0		7	6	13	2,683	32
	2011	1	2	2	2	*	*	0		1	4	5	2,983	35
1-5	2009	12	3	3	6	2	*	2		11	7	18	2,688	46
	2010	5	3	3	6	*	*	0		7	6	13	2,683	32
	2011	1	2	2	2	*	*	0		1	4	5	3,694	35

Number Tested	2009	19	6	18	25	10	4	12	0	27	19	46	14,637
	2010	7	10	12	19	3	1	9	0	18	14	32	13,990
	2011	6	9	19	24	5	5	17	0	19	16	35	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	*	100.0	65.9	69.2	*	63.9	63.9		73.9	73.3	73.6	52.8	53
	2010	*	*	45.3	47.2	*	36.6	43.8		51.3	52.4	51.7	51.2	60
	2011	77.8	71.4	52.9	55.9	*	40.0	47.1		66.7	56.1	60.6	56.8	71
1	2009	*	*	50.0	66.7	*		*		69.2	66.7	68.4	50.4	19
	2010	*	*	59.3	64.5	*	56.5	56.5		73.3	69.6	71.1	48.8	38
	2011	*	66.7	45.8	46.2	*	43.6	43.8		38.9	61.9	47.4	53.1	57
2	2009	85.7	*	70.0	60.0	*	*	60.0		78.6	76.9	77.8	53.2	27
	2010	*	*	72.7	72.0	*	69.2	61.9		76.5	71.4	74.2	54.6	31
	2011	*	*	60.0	56.8	*	56.7	54.3		56.3	60.7	59.1	56.8	44
K-2	2009	90.9	84.6	64.4	67.2	46.2	62.5	60.4		74.0	73.5	73.7	52.3	99
	2010	100.0	92.3	54.9	57.8	12.5	48.1	51.1		62.0	63.8	62.8	51.5	129
	2011	60.0	64.7	52.2	52.7	0.0	45.9	47.8		52.4	58.9	55.8	55.6	172
5	2009													0
	2010													0
	2011	*	*	36.1	35.1	*	43.5	36.7		41.2	43.3	42.6	44.8	47
K-5	2009	90.9	84.6	64.4	67.2	46.2	62.5	60.4		74.0	73.5	73.7	52.3	99
	2010	100.0	92.3	54.9	57.8	12.5	48.1	51.1		62.0	63.8	62.8	51.5	129
	2011	63.2	57.1	48.8	49.2	0.0	45.5	45.7		50.5	55.0	53.0	53.3	219

Number Tested	2009	22	13	59	64	13	40	48	0	50	49	99	30,563
	2010	10	13	102	109	8	77	92	0	71	58	129	40,163
	2011	19	21	170	185	10	132	164	0	99	120	219	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	*	5	16	16	*	12	13		10	15	25	2,455	53
	2010	*	*	13	14	*	7	10		12	7	19	2,358	60
	2011	5	3	12	16	*	4	8		11	12	23	2,815	71
1	2009	*	*	3	6	*		*		6	2	8	1,577	19
	2010	*	*	7	9	*	4	4		7	9	16	2,266	38
	2011	*	3	4	5	*	2	3		3	4	7	2,716	57
2	2009	8	*	4	4	*	*	3		9	5	14	1,686	27
	2010	*	*	8	9	*	3	5		9	3	12	2,484	31
	2011	*	*	7	7	*	7	8		2	8	10	2,746	44
K-2	2009	13	7	23	26	4	13	16		25	22	47	5,718	99
	2010	9	7	28	32	0	14	19		28	19	47	7,108	129
	2011	7	6	23	28	0	13	19		16	24	40	8,277	172
5	2009													0
	2010													0
	2011	*	*	6	6	*	4	4		3	9	12	1,395	47
K-5	2009	13	7	23	26	4	13	16		25	22	47	5,718	99
	2010	9	7	28	32	0	14	19		28	19	47	7,108	129
	2011	10	7	29	34	0	17	23		19	33	52	9,696	219

Number Tested	2009	22	13	59	64	13	40	48	0	50	49	99	30,563
	2010	10	13	102	109	8	77	92	0	71	58	129	40,163
	2011	19	21	170	185	10	132	164	0	99	120	219	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	*	*	47.8	53.3	*	40.0	35.3		68.4	40.0	55.9	66.0	34
	2010	*	*	77.8	77.4	*	78.3	78.3		86.7	73.9	78.9	63.5	38
	2011	*	66.7	70.8	71.2	*	79.5	70.8		66.7	71.4	68.4	66.7	57
2	2009	78.6	*	54.5	53.1	*	51.9	56.3		68.2	57.1	62.0	60.9	50
	2010	*	*	70.8	74.1	*	57.1	68.2		88.9	53.3	72.7	61.4	33
	2011	*	*	71.4	67.6	*	63.3	65.7		68.8	67.9	68.2	62.0	44
1-2	2009	84.2	50.0	51.8	53.2	50.0	47.6	49.0		68.3	51.2	59.5	63.5	84
	2010	71.4	90.0	74.5	75.9	*	70.3	73.3		87.9	65.8	76.1	62.5	71
	2011	33.3	60.0	71.1	69.7	*	72.5	68.7		67.3	69.4	68.3	64.4	101
5	2009													0
	2010													0
	2011	*	*	61.1	56.8	*	65.2	60.0		70.6	56.7	61.7	48.6	47
1-5	2009	84.2	50.0	51.8	53.2	50.0	47.6	49.0		68.3	51.2	59.5	63.5	84
	2010	71.4	90.0	74.5	75.9	*	70.3	73.3		87.9	65.8	76.1	62.5	71
	2011	50.0	50.0	68.1	65.9	25.0	70.7	66.4		68.1	64.6	66.2	59.7	148

Number Tested	2009	19	6	56	62	10	42	49	0	41	43	84	27,480
	2010	7	10	51	58	4	37	45	0	33	38	71	26,937
	2011	10	14	119	126	8	92	113	0	69	79	148	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	*	*	8	12	*	4	4		10	4	14	4,597	34
	2010	*	*	11	13	*	8	8		9	10	19	4,129	38
	2011	*	4	17	19	*	16	17		13	8	21	4,427	57
2	2009	6	*	10	9	*	6	8		8	10	18	3,822	50
	2010	*	*	9	10	*	3	5		9	5	14	3,776	33
	2011	*	*	13	13	*	11	13		6	10	16	3,810	44
1-2	2009	10	2	18	21	4	10	12		18	14	32	8,419	84
	2010	5	6	20	23	*	11	13		18	15	33	7,905	71
	2011	1	5	30	32	*	27	30		19	18	37	8,237	101
5	2009													0
	2010													0
	2011	*	*	5	6	*	5	5		4	7	11	1,416	47
1-5	2009	10	2	18	21	4	10	12		18	14	32	8,419	84
	2010	5	6	20	23	*	11	13		18	15	33	7,905	71
	2011	4	6	35	38	0	32	35		23	25	48	9,660	148

Number Tested	2009	19	6	56	62	10	42	49	0	41	43	84	27,480
	2010	7	10	51	58	4	37	45	0	33	38	71	26,937
	2011	10	14	119	126	8	92	113	0	69	79	148	38,176

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2009			88.2	87.5	*	88.2	87.5		84.6	90.5	88.2	88.6	34
	2010			92.9	92.9	*	92.5	92.7		92.3	93.8	92.9	89.3	42
	2011	*		94.1	91.4		91.4	91.4		83.3	95.7	91.4	90.9	35
2	2009			100.0	100.0		100.0	100.0		100.0	100.0	100.0	94.0	24
	2010			100.0	100.0		100.0	100.0		*	100.0	100.0	93.8	13
	2011			100.0	100.0		100.0	100.0		100.0	100.0	100.0	94.9	28
K-2	2009			94.5	94.3	*	94.4	94.3		92.9	95.6	94.5	90.4	73
	2010			95.1	95.1	*	94.8	94.9		92.7	97.5	95.1	90.7	81
	2011	*		96.9	95.9		95.9	95.9		93.0	98.2	95.9	91.7	98

Number Tested	2009	0	0	73	70	1	72	70	0	28	45	73	19,076
	2010	0	0	81	81	5	77	78	0	41	40	81	19,041
	2011	1	0	97	98	0	97	98	0	43	55	98	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			24	23	*	24	22		8	16	24	3,525	34
	2010			29	29	*	28	28		16	13	29	3,523	42
	2011	*		13	13		13	13		6	7	13	3,964	35
2	2009			23	23		22	22		8	15	23	2,909	24
	2010			8	8		8	8		*	5	8	3,040	13
	2011			16	16		16	16		6	10	16	3,227	28
K-2	2009			52	51	*	51	49		17	35	52	8,957	73
	2010			49	49	*	47	47		22	27	49	9,092	81
	2011	*		41	41		41	41		18	23	41	9,650	98

Number Tested	2009	0	0	73	70	1	72	70	0	28	45	73	19,076
	2010	0	0	81	81	5	77	78	0	41	40	81	19,041
	2011	1	0	97	98	0	97	98	0	43	55	98	21,141

PERFORMANCE IN 2011

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2011 Level	N	%	N	%	N	%	N	%	N	%
KN (36)	Beginning	35	97.2	33	91.7	36	100.0	35	100.0	35	100.0
	Intermediate	1	2.8	3	8.3	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (38)	Beginning	9	23.7	14	36.8	19	50.0	12	31.6	12	31.6
	Intermediate	14	36.8	18	47.4	16	42.1	17	44.7	17	44.7
	Advanced	13	34.2	5	13.2	2	5.3	6	15.8	6	15.8
	Advanced High	2	5.3	1	2.6	1	2.6	3	7.9	3	7.9
2 (31)	Beginning	5	17.2	5	17.2	7	24.1	2	6.5	2	6.9
	Intermediate	17	58.6	17	58.6	20	69.0	16	51.6	14	48.3
	Advanced	7	24.1	7	24.1	2	6.9	9	29.0	10	34.5
	Advanced High	0	0.0	0	0.0	0	0.0	4	12.9	3	10.3
3 (14)	Beginning	1	7.1	1	7.1	2	14.3	4	28.6	3	21.4
	Intermediate	2	14.3	4	28.6	4	28.6	1	7.1	2	14.3
	Advanced	2	14.3	0	0.0	8	57.1	4	28.6	4	28.6
	Advanced High	9	64.3	9	64.3	0	0.0	5	35.7	5	35.7
4 (21)	Beginning	0	0.0	1	5.3	1	5.3	1	4.8	1	5.6
	Intermediate	1	5.3	2	10.5	2	10.5	5	23.8	3	16.7
	Advanced	14	73.7	12	63.2	12	63.2	5	23.8	4	22.2
	Advanced High	4	21.1	4	21.1	4	21.1	10	47.6	10	55.6

PROGRESSION FROM
2010 TO 2011

Number Rated Both Years		2010 Level			
N (%) Progressed	2011 Level	Beg	Int	Adv	Adv High
— <hr/> —	Beginning	—			
	Intermediate	—	—		
	Advanced	—	—	—	
	Advanced High	—	—	—	
36 <hr/> 19 (52.8%)	Beginning	10			
	Intermediate	11	6		
	Advanced	5	0	1	
	Advanced High	3	0	0	
23 <hr/> 17 (73.9%)	Beginning	1			
	Intermediate	7	3		
	Advanced	6	1	2	
	Advanced High	1	0	2	
13 <hr/> 6 (46.2%)	Beginning	2			
	Intermediate	1	1		
	Advanced	0	0	4	
	Advanced High	0	1	4	
17 <hr/> 13 (76.5%)	Beginning	0			
	Intermediate	0	3		
	Advanced	0	3	1	
	Advanced High	0	0	10	

PERFORMANCE IN 2011

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2011 Level	N	%	N	%	N	%	N	%	N	%
5 (25)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	8.0	2	8.0	2	8.0	4	16.0	4	16.0
	Advanced	3	12.0	3	12.0	3	12.0	5	20.0	5	20.0
	Advanced High	20	80.0	20	80.0	20	80.0	16	64.0	16	64.0
ALL (165)	Beginning	50	31.1	54	33.5	65	40.4	54	32.9	53	33.3
	Intermediate	37	23.0	46	28.6	44	27.3	43	26.2	40	25.2
	Advanced	39	24.2	27	16.8	27	16.8	29	17.7	29	18.2
	Advanced High	35	21.7	34	21.1	25	15.5	38	23.2	37	23.3

PROGRESSION FROM
2010 TO 2011

Number Rated Both Years		2010 Level			
N (%) Progressed	2011 Level	Beg	Int	Adv	Adv High
<div>22</div> <div>17 (77.3%)</div>	Beginning	0			
	Intermediate	1	2		
	Advanced	0	1	3	
	Advanced High	0	0	15	
<div>111</div> <div>72 (64.9%)</div>	Beginning	13			
	Intermediate	20	15		
	Advanced	11	5	11	
	Advanced High	4	1	31	

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