

DATA PACKET

for 2011-12 planning

School Number 205

CLINTON P. RUSSELL



**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.
- 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
4	115
5	112
ALL	227

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	41	18.1	8	53.3
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	185	81.5	2	13.3
White	1	0.4	4	26.7
Multiple	0	0.0	0	0.0
Other* (teachers only)	—	—	1	6.7
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	162	71.4
Economically disadvantaged	221	97.4
Limited English proficient (LEP)	133	58.6
Special education	6	2.6
Talented and Gifted (TAG)	34	15.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
4	2009	124	23	18.5	0	0.0	0	0.0	99	79.8	2	1.6	—	—
	2010	108	19	17.6	0	0.0	0	0.0	87	80.6	2	1.9	—	—
	2011	115	21	18.3	0	0.0	0	0.0	94	81.7	0	0.0	0	0.0
5	2009	109	16	14.7	0	0.0	0	0.0	92	84.4	1	0.9	—	—
	2010	114	17	14.9	0	0.0	0	0.0	95	83.3	2	1.8	—	—
	2011	112	20	17.9	0	0.0	0	0.0	91	81.3	1	0.9	0	0.0
4-6	2009	233	39	16.7	0	0.0	0	0.0	191	82.0	3	1.3	—	—
	2010	222	36	16.2	0	0.0	0	0.0	182	82.0	4	1.8	—	—
	2011	227	41	18.1	0	0.0	0	0.0	185	81.5	1	0.4	0	0.0

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	
4	2009	124	119	96.0	63	50.8	7	5.6	75	60.5	20	16.1	8	6.5	0.0
	2010	108	106	98.1	61	56.5	4	3.7	75	69.4	25	23.1	5	4.6	0.0
	2011	115	111	96.5	71	61.7	2	1.7	79	68.7	12	10.4	3	2.6	0.0
5	2009	109	109	100.0	24	22.0	5	4.6	50	45.9	18	16.5	5	4.6	0.0
	2010	114	111	97.4	23	20.2	8	7.0	48	42.1	18	15.8	5	4.4	0.0
	2011	112	110	98.2	62	55.4	4	3.6	83	74.1	22	19.6	6	5.4	5.4
4-6	2009	233	228	97.9	87	37.3	12	5.2	125	53.6	38	16.3	13	5.6	0.0
	2010	222	217	97.7	84	37.8	12	5.4	123	55.4	43	19.4	10	4.5	0.0
	2011	227	221	97.4	133	58.6	6	2.6	162	71.4	34	15.0	9	4.0	2.6

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
4	2009	121.8	12,156.4	119.2	97.9	11,789.9	97.0	9	7.4	17.9	116	10,731	95.2	88.3
	2010	108.3	12,299.7	105.6	97.6	11,900.0	96.8	8	7.4	17.3	100	10,987	92.4	89.3
	2011	114.2	12,506.4	111.5	97.6	12,149.9	97.1	7	6.1	15.7	111	11,544	97.2	92.3
5	2009	106.8	11,903.5	105.1	98.5	11,552.9	97.1	12	11.2	17.3	100	10,563	93.7	88.7
	2010	115.5	11,687.8	113.2	98.1	11,310.1	96.8	10	8.7	17.1	107	10,453	92.7	89.4
	2011	106.9	11,742.5	104.2	97.5	11,419.3	97.2	2	1.9	8.3	97	10,892	90.8	92.8
4-6	2009	228.6	34,648.1	224.3	98.1	33,508.0	96.7	21	9.2	18.3	216	30,425	94.5	87.8
	2010	223.7	34,589.9	218.9	97.8	33,320.9	96.3	18	8.0	17.6	207	30,523	92.5	88.2
	2011	221.1	34,375.1	215.7	97.5	33,311.3	96.9	9	4.1	13.6	208	31,510	94.1	91.7

Teachers: 15

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	8	53.3
Hispanic	2	13.3
White	4	26.7
Multiple categories	0	0.0
Other	1	6.7

Gender	Number	Percentage
Female	10	66.7
Male	5	33.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	5.6	NA
2009-10	10.6	NA
2010-11	5.4	75.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	13.3
1	0	0.0
2	0	0.0
3	1	6.7
4	1	6.7
5	0	0.0
1-3	1	6.7
More than 3	12	80.0
1 - 5	2	13.3
6 - 10	4	26.7
11 - 20	4	26.7
More than 20	3	20.0

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009	*	66.7	87.6	86.2	*	87.1	85.9		85.1	83.0	84.2	75.8	120
	2010	*	94.7	97.6	96.6	*	93.8	100.0		93.9	100.0	96.8	77.9	62
	2011		100.0	93.5	95.9	*	100.0	93.3		96.3	96.0	96.2	78.6	52
5	2009	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	82.9	104
	2010	*	93.8	95.6	95.2	*	81.0	87.8		93.4	97.9	95.4	86.1	108
	2011		85.0	92.5	89.7	*	84.2	82.4		88.6	92.0	90.0	89.0	60
4-6	2009	*	80.6	93.5	92.7	*	90.0	91.4		91.5	91.6	91.5	81.6	224
	2010	*	94.3	96.2	95.7	*	86.5	91.1		93.6	98.7	95.9	81.1	170
	2011		92.7	93.0	92.5	*	88.9	85.7		91.9	94.0	92.9	81.3	112

	NUMBER TESTED IN GRADES 4-6											
2009	3	36	185	220	4	80	116	0	117	107	224	30,070
2010	4	35	131	164	2	37	56	0	94	76	170	27,437
2011	0	41	71	107	5	27	49	0	62	50	112	24,980

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	*	7	12	16	*	8	10		10	9	19	2,449	120
	2010	*	1	1	2	*	1	0		2	0	2	1,640	62
	2011		0	2	2	*	0	1		1	1	2	1,506	52
5	2009	*	0	0	0	*	0	0		0	0	0	1,793	104
	2010	*	1	4	5	*	4	5		4	1	5	1,427	108
	2011		3	3	6	*	3	6		4	2	6	919	60
4-6	2009	*	7	12	16	*	8	10		10	9	19	5,537	224
	2010	*	2	5	7	*	5	5		6	1	7	5,190	170
	2011		3	5	8	*	3	7		5	3	8	4,683	112

	NUMBER TESTED IN GRADES 4-6											
2009	3	36	185	220	4	80	116	0	117	107	224	30,070
2010	4	35	131	164	2	37	56	0	94	76	170	27,437
2011	0	41	71	107	5	27	49	0	62	50	112	24,980

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
4	2009	85.6	79.4	78.3	81.0
	2010	82.8	87.7	85.7	83.7
	2011	87.6	88.0	90.1	87.1
5	2009	86.7	86.9	91.0	86.4
	2010	89.5	86.2	88.0	83.3
	2011	88.8	85.4	87.9	85.1
4-6	2009	86.1	82.9	84.2	83.5
	2010	87.0	86.8	87.1	83.4
	2011	88.3	86.6	88.9	86.1

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)
4	2009	*	9.5	20.6	19.8	*	12.9	11.3		16.4	22.6	19.2	18.4	120
	2010	*	10.5	24.4	23.7	*	25.0	6.7		18.2	27.6	22.6	19.4	62
	2011		47.6	48.4	46.9	*	25.0	26.7		48.1	48.0	48.1	27.7	52
5	2009	*	40.0	37.5	38.5	*	38.9	31.1		38.0	38.9	38.5	18.5	104
	2010	*	18.8	32.2	32.4	*	14.3	7.3		27.9	36.2	31.5	23.6	108
	2011		30.0	37.5	34.5	*	42.1	29.4		25.7	48.0	35.0	28.1	60
4-6	2009	*	22.2	28.6	28.6	*	18.8	19.0		25.6	30.8	28.1	22.2	224
	2010	*	14.3	29.8	29.3	*	18.9	7.1		24.5	32.9	28.2	21.9	170
	2011		39.0	42.3	40.2	*	37.0	28.6		35.5	48.0	41.1	27.2	112

	NUMBER TESTED IN GRADES 4-6											
2009	3	36	185	220	4	80	116	0	117	107	224	30,070
2010	4	35	131	164	2	37	56	0	94	76	170	27,437
2011	0	41	71	107	5	27	49	0	62	50	112	24,980

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	*	81.0	94.8	93.1	*	93.5	93.0		92.5	92.5	92.5	79.4	120
	2010	*	89.5	96.5	95.1	*	100.0	88.0		92.2	100.0	95.3	81.8	106
	2011		95.2	91.4	92.7	*	91.4	89.6		92.2	92.0	92.1	82.6	114
5	2009	*	100.0	96.6	97.1	*	100.0	95.6		96.0	98.1	97.1	87.0	104
	2010	*	100.0	96.7	97.1	*	90.5	92.7		98.4	95.7	97.2	87.7	108
	2011		100.0	95.6	96.3	*	94.1	96.3		98.5	93.2	96.4	88.7	110
4-6	2009	*	88.9	95.7	95.0	*	95.0	94.0		94.0	95.3	94.6	80.1	224
	2010	*	94.3	96.6	96.2	*	97.5	90.9		95.2	97.8	96.3	81.0	214
	2011		97.5	93.4	94.4	*	92.8	93.0		95.4	92.6	94.2	82.3	224

	NUMBER TESTED IN GRADES 4-6											
2009	3	36	185	220	4	80	116	0	117	107	224	30,878
2010	4	35	175	208	3	81	66	0	125	89	214	32,048
2011	0	40	183	216	5	138	158	0	130	94	224	32,942

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)
4	2009	*	4	5	8	*	4	5		5	4	9	2,196	120
	2010	*	2	3	5	*	0	3		5	0	5	2,101	106
	2011		1	8	8	*	6	8		5	4	9	2,100	114
5	2009	*	0	3	3	*	0	2		2	1	3	1,386	104
	2010	*	0	3	3	*	2	3		1	2	3	1,314	108
	2011		0	4	4	*	4	3		1	3	4	1,274	110
4-6	2009	*	4	8	11	*	4	7		7	5	12	6,134	224
	2010	*	2	6	8	*	2	6		6	2	8	6,088	214
	2011		1	12	12	*	10	11		6	7	13	5,818	224

	NUMBER TESTED IN GRADES 4-6											
2009	3	36	185	220	4	80	116	0	117	107	224	30,878
2010	4	35	175	208	3	81	66	0	125	89	214	32,048
2011	0	40	183	216	5	138	158	0	130	94	224	32,942

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
4	2009	89.5	85.1	81.9	83.2	86.5	77.3
	2010	89.3	85.8	88.2	83.0	80.4	84.7
	2011	87.6	85.3	83.5	83.8	85.3	80.7
5	2009	87.7	83.5	92.7	78.7	77.6	84.5
	2010	83.7	87.3	90.1	86.2	86.3	83.2
	2011	83.5	87.0	89.1	85.8	90.2	83.8
4-6	2009	88.7	84.4	86.9	81.1	82.4	80.6
	2010	86.4	86.6	89.2	84.6	83.4	83.9
	2011	85.6	86.2	86.2	84.8	87.7	82.2

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)
4	2009	*	4.8	40.2	34.5	*	40.3	36.6		41.8	22.6	33.3	31.6	120
	2010	*	10.5	45.9	39.8	*	55.0	16.0		43.8	31.0	38.7	29.1	106
	2011		19.0	39.8	36.7	*	35.7	32.5		32.8	40.0	36.0	31.3	114
5	2009	*	20.0	37.5	34.6	*	33.3	31.1		34.0	35.2	34.6	38.4	104
	2010	*	37.5	45.6	44.8	*	19.0	26.8		49.2	40.4	45.4	34.5	108
	2011		31.6	52.2	49.5	*	50.0	45.7		48.5	47.7	48.2	32.5	110
4-6	2009	*	11.1	38.9	34.5	*	38.8	34.5		38.5	29.0	33.9	33.2	224
	2010	*	22.9	45.7	42.3	*	45.7	22.7		46.4	36.0	42.1	28.8	214
	2011		25.0	45.9	43.1	*	42.8	39.2		40.8	43.6	42.0	29.8	224

	NUMBER TESTED IN GRADES 4-6											
2009	3	36	185	220	4	80	116	0	117	107	224	30,878
2010	4	35	175	208	3	81	66	0	125	89	214	32,048
2011	0	40	183	216	5	138	158	0	130	94	224	32,942

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	*	94.7	84.7	86.1	*	82.3	81.7		84.8	88.7	86.6	87.4	119
	2010	*	94.7	100.0	98.2	*	100.0	93.3		96.9	100.0	98.3	89.8	60
	2011		85.7	80.6	81.6	*	62.5	80.0		74.1	92.0	82.7	86.9	52

	NUMBER TESTED IN GRADE 4											
2009	2	19	98	115	2	62	71	0	66	53	119	10,032
2010	1	19	40	57	1	15	15	0	32	28	60	7,294
2011	0	21	31	49	2	8	15	0	27	25	52	6,935

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009	*	1	15	16	*	11	13		10	6	16	1,264	119
	2010	*	1	0	1	*	0	1		1	0	1	744	60
	2011		3	6	9	*	3	3		7	2	9	908	52

	NUMBER TESTED IN GRADE 4											
2009	2	19	98	115	2	62	71	0	66	53	119	10,032
2010	1	19	40	57	1	15	15	0	32	28	60	7,294
2011	0	21	31	49	2	8	15	0	27	25	52	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	2.2	87.4	90.4	91.5	96.6
	2010	2.2	83.8	87.5	92.7	93.1
	2011	1.9	89.9	91.8	89.7	89.2

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	*	31.6	30.6	31.3	*	17.7	18.3		27.3	35.8	31.1	21.0	119
	2010	*	5.3	22.5	17.5	*	33.3	13.3		15.6	17.9	16.7	23.8	60
	2011		4.8	3.2	4.1	*	0.0	0.0		0.0	8.0	3.8	22.4	52

	NUMBER TESTED IN GRADE 4											
2009	2	19	98	115	2	62	71	0	66	53	119	10,032
2010	1	19	40	57	1	15	15	0	32	28	60	7,294
2011	0	21	31	49	2	8	15	0	27	25	52	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	98.9	99.0	*	94.4	97.8		98.0	100.0	99.0	75.9	103
	2010	*	100.0	98.9	99.0	*	95.2	97.5		98.3	100.0	99.1	81.4	107
	2011	*	94.7	95.5	95.3	*	94.1	93.8		95.5	91.1	93.7	80.9	111

	NUMBER TESTED IN GRADE 5											
2009	1	14	88	103	2	18	45	0	49	54	103	10,550
2010	2	15	90	104	1	21	40	0	60	47	107	10,576
2011	1	19	88	107	2	68	81	0	66	45	111	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	1	1	*	1	1		1	0	1	2,542	103
	2010	*	0	1	1	*	1	1		1	0	1	1,965	107
	2011	*	1	4	5	*	4	5		3	4	7	1,942	111

NUMBER TESTED IN GRADE 5													
2009	1	14	88	103	2	18	45	0	49	54	103	10,550	
2010	2	15	90	104	1	21	40	0	60	47	107	10,576	
2011	1	19	88	107	2	68	81	0	66	45	111	10,176	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	92.1	95.5	94.3	86.7
	2010	91.7	95.0	91.0	87.2
	2011	89.4	92.9	91.1	91.0

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)
5	2009	*	42.9	65.9	63.1	*	55.6	53.3		63.3	63.0	63.1	29.1	103
	2010	*	53.3	62.2	59.6	*	33.3	47.5		63.3	57.4	60.7	32.8	107
	2011	*	57.9	65.9	63.6	*	66.2	63.0		62.1	64.4	63.1	34.0	111

	NUMBER TESTED IN GRADES 5											
2009	1	14	88	103	2	18	45	0	49	54	103	10,550
2010	2	15	90	104	1	21	40	0	60	47	107	10,576
2011	1	19	88	107	2	68	81	0	66	45	111	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)
4	2009												72.7	0
	2010			97.7	97.7	*	97.7	100.0		96.8	100.0	97.7	84.4	44
	2011			100.0	100.0		100.0	100.0		100.0	100.0	100.0	85.0	62
5	2009												79.7	0
	2010												80.3	0
	2011			78.0	77.6		78.0	79.2		77.4	78.9	78.0	86.3	50
ALL	2009												—	0
	2010			97.7	97.7	*	97.7	100.0		96.8	100.0	97.7	—	44
	2011			90.2	89.9		90.2	90.9		89.7	90.9	90.2	—	112

NUMBER TESTED IN GRADES ALL													
2009	0	0	0	0	0	0	0	0	0	0	0	0	—
2010	0	0	44	44	1	44	10	0	31	13	44	—	
2011	0	0	112	109	0	112	110	0	68	44	112	—	

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												268	0
	2010			1	1	*	1	0		1	0	1	651	44
	2011			0	0		0	0		0	0	0	755	62
5	2009												86	0
	2010												120	0
	2011			11	11		11	10		7	4	11	398	50
ALL	2009												—	0
	2010			1	1	*	1	0		1	0	1	—	44
	2011			11	11		11	10		7	4	11	—	112

NUMBER TESTED IN GRADES ALL													
2009	0	0	0	0	0	0	0	0	0	0	0	0	—
2010	0	0	44	44	1	44	10	0	31	13	44	—	
2011	0	0	112	109	0	112	110	0	68	44	112	—	

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
4	2009				
	2010	87.7	88.9	90.3	86.4
	2011	90.4	86.3	92.2	92.3
5	2009				
	2010				
	2011	76.3	79.3	75.5	76.8
ALL	2009				
	2010	87.7	88.9	90.3	86.4
	2011	84.1	83.1	84.7	85.3

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)
4	2009												21.1	0
	2010			52.3	52.3	*	52.3	30.0		48.4	61.5	52.3	34.4	44
	2011			72.6	73.3		72.6	72.6		70.3	76.0	72.6	38.5	62
5	2009												15.3	0
	2010												21.2	0
	2011			36.0	36.7		36.0	37.5		45.2	21.1	36.0	29.0	50
ALL	2009												—	0
	2010			52.3	52.3	*	52.3	30.0		48.4	61.5	52.3	—	44
	2011			56.3	56.9		56.3	57.3		58.8	52.3	56.3	—	112

NUMBER TESTED IN ALL GRADES													
2009	0	0	0	0	0	0	0	0	0	0	0	0	—
2010	0	0	44	44	1	44	10	0	31	13	44	—	
2011	0	0	112	109	0	112	110	0	68	44	112	—	

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009												87.1	0
	2010			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	93.7	45
	2011			96.8	98.4		96.8	96.8		94.6	100.0	96.8	93.2	63

	NUMBER TESTED IN GRADE 4											
2009	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	45	45	1	45	10	0	32	13	45	4,216
2011	0	0	63	61	0	63	62	0	37	26	63	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												127	0
	2010			0	0	*	0	0		0	0	0	266	45
	2011			2	1		2	2		2	0	2	346	63

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	45	45	1	45	10	0	32	13	45	4,216	
2011	0	0	63	61	0	63	62	0	37	26	63	5,054	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition ¹ : Effectiveness / Command of Conventions	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2009					
	2010	2.4	92.8	94.4	94.4	86.4
	2011	2.3	84.5	91.5	92.7	83.1

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			40.0	40.0	*	40.0	20.0		37.5	46.2	40.0	30.4	45
	2011			27.0	27.9		27.0	27.4		29.7	23.1	27.0	27.7	63

NUMBER TESTED IN GRADE 4													
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested
2009	0	0	0	0	0	0	0	0	0	0	0	981	
2010	0	0	45	45	1	45	10	0	32	13	45	4,216	
2011	0	0	63	61	0	63	62	0	37	26	63	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

		READING TOTAL				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
5	2009					0
	2010					0
	2011	29.3	58.3	35.8	36.2	106

Number Tested	2009	0	0	0	0	
	2010	0	0	0	0	
	2011	82	24	106	9,181	

		MATHEMATICS TOTAL				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
5	2009					0
	2010					0
	2011	48.1	66.7	52.4	44.8	103

Number Tested	2009	0	0	0	0	
	2010	0	0	0	0	
	2011	79	24	103	10,907	

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)
5	2009													0
	2010													0
	2011		41.2	34.8	35.6	*	24.6	29.3		34.9	37.2	35.8	36.2	106

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	0	17	89	104	2	61	82	0	63	43	106	9,181	

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)
5	2009													0
	2010													0
	2011		0	3	3	*	1	2		2	1	3	701	106

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	0	17	89	104	2	61	82	0	63	43	106	9,181	

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)
5	2009													0
	2010													0
	2011		50.0	52.9	52.5	*	46.7	48.1		51.6	53.7	52.4	44.8	103

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	0	16	87	101	2	60	79	0	62	41	103	10,907	

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)
5	2009													0
	2010													0
	2011		4	9	12	*	4	7		8	5	13	1,395	103

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	0	16	87	101	2	60	79	0	62	41	103	10,907	

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)
5	2009													0
	2010													0
	2011		47.1	41.4	42.2	*	41.7	40.5		39.7	46.3	42.3	48.6	104

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	0	17	87	102	2	60	79	0	63	41	104	11,471	

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)
5	2009													0
	2010													0
	2011		4	7	11	*	5	6		7	4	11	1,416	104

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	0	17	87	102	2	60	79	0	63	41	104	11,471	

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	-	1	0.0	20	15.0	21	14.3
5	0	-	3	66.7	0	-	3	66.7
ALL	0	-	4	50.0	20	15.0	24	20.8

PERFORMANCE IN 2011

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2011 Level	N	%	N	%	N	%	N	%	N	%
4 (72)	Beginning	4	5.6	18	25.0	22	30.6	3	4.2	3	4.2
	Intermediate	35	48.6	36	50.0	21	29.2	16	22.2	16	22.2
	Advanced	25	34.7	11	15.3	22	30.6	24	33.3	29	40.3
	Advanced High	8	11.1	7	9.7	7	9.7	29	40.3	24	33.3
5 (61)	Beginning	0	0.0	1	1.6	2	3.3	1	1.6	1	1.6
	Intermediate	9	14.8	21	34.4	27	44.3	6	9.8	6	9.8
	Advanced	23	37.7	23	37.7	20	32.8	10	16.4	12	19.7
	Advanced High	29	47.5	16	26.2	12	19.7	44	72.1	42	68.9
ALL (133)	Beginning	4	3.0	19	14.3	24	18.0	4	3.0	4	3.0
	Intermediate	44	33.1	57	42.9	48	36.1	22	16.5	22	16.5
	Advanced	48	36.1	34	25.6	42	31.6	34	25.6	41	30.8
	Advanced High	37	27.8	23	17.3	19	14.3	73	54.9	66	49.6

PROGRESSION FROM
2010 TO 2011

Number Rated Both Years		2010 Level			
N (%) Progressed	2011 Level	Beg	Int	Adv	Adv High
<div>69</div> <div>35 (50.7%)</div>	Beginning	2			
	Intermediate	5	11		
	Advanced	0	6	21	
	Advanced High	1	0	23	
<div>56</div> <div>49 (87.5%)</div>	Beginning	0			
	Intermediate	1	5		
	Advanced	1	8	2	
	Advanced High	0	1	38	
<div>125</div> <div>84 (67.2%)</div>	Beginning	2			
	Intermediate	6	16		
	Advanced	1	14	23	
	Advanced High	1	1	61	

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