

DATA PACKET

for 2011-12 planning

School Number 215

ROBERT L. THORNTON



**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.

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	41
KN	46
1	91
2	74
3	84
4	70
5	78
ALL	484

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	462	95.5	28	84.8
American Indian/Alaska Native	2	0.4	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	16	3.3	1	3.0
White	0	0.0	3	9.1
Multiple	0	0.0	1	3.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	4	0.8	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	196	40.5
Economically disadvantaged	441	91.1
Limited English proficient (LEP)	12	2.5
Special education	24	5.0
Talented and Gifted (TAG)	69	14.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2009	44	44	100.0	0	0.0	0	0.0	0	0.0	0	0.0	—	—
	2010	30	29	96.7	0	0.0	0	0.0	1	3.3	0	0.0	—	—
	2011	41	41	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
KN	2009	74	70	94.6	0	0.0	0	0.0	4	5.4	0	0.0	—	—
	2010	89	87	97.8	0	0.0	0	0.0	1	1.1	1	1.1	—	—
	2011	46	45	97.8	0	0.0	0	0.0	1	2.2	0	0.0	0	0.0
1	2009	83	81	97.6	0	0.0	0	0.0	1	1.2	1	1.2	—	—
	2010	82	76	92.7	0	0.0	0	0.0	6	7.3	0	0.0	—	—
	2011	91	85	93.4	0	0.0	0	0.0	4	4.4	0	0.0	0	0.0
2	2009	93	88	94.6	0	0.0	0	0.0	4	4.3	1	1.1	—	—
	2010	85	83	97.6	0	0.0	0	0.0	2	2.4	0	0.0	—	—
	2011	74	65	87.8	1	1.4	0	0.0	7	9.5	0	0.0	0	0.0
3	2009	85	84	98.8	0	0.0	0	0.0	1	1.2	0	0.0	—	—
	2010	87	82	94.3	0	0.0	0	0.0	4	4.6	1	1.1	—	—
	2011	84	83	98.8	1	1.2	0	0.0	0	0.0	0	0.0	0	0.0
4	2009	74	73	98.6	0	0.0	0	0.0	1	1.4	0	0.0	—	—
	2010	89	88	98.9	0	0.0	0	0.0	1	1.1	0	0.0	—	—
	2011	70	66	94.3	0	0.0	0	0.0	3	4.3	0	0.0	0	0.0
5	2009	67	64	95.5	0	0.0	0	0.0	2	3.0	1	1.5	—	—
	2010	75	74	98.7	0	0.0	0	0.0	1	1.3	0	0.0	—	—
	2011	78	77	98.7	0	0.0	0	0.0	1	1.3	0	0.0	0	0.0
PK-5	2009	531	512	96.4	0	0.0	0	0.0	16	3.0	3	0.6	—	—
	2010	537	519	96.6	0	0.0	0	0.0	16	3.0	2	0.4	—	—
	2011	484	462	95.5	2	0.4	0	0.0	16	3.3	0	0.0	0	0.0

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	44	44	100.0	0	0.0	0	0.0	1	2.3	0	0.0	44	100.0	0.0
	2010	30	30	100.0	1	3.3	0	0.0	3	10.0	0	0.0	30	100.0	0.0
	2011	41	40	97.6	0	0.0	0	0.0	2	4.9	0	0.0	39	95.1	0.0
KN	2009	74	67	90.5	4	5.4	1	1.4	20	27.0	0	0.0	32	43.2	0.0
	2010	89	83	93.3	0	0.0	0	0.0	12	13.5	0	0.0	38	42.7	1.1
	2011	46	41	89.1	1	2.2	2	4.3	21	45.7	0	0.0	28	60.9	0.0
1	2009	83	78	94.0	0	0.0	5	6.0	33	39.8	3	3.6	6	7.2	6.0
	2010	82	75	91.5	6	7.3	4	4.9	30	36.6	0	0.0	10	12.2	1.2
	2011	91	81	89.0	1	1.1	0	0.0	42	46.2	11	12.1	11	12.1	5.5
2	2009	93	88	94.6	3	3.2	3	3.2	50	53.8	12	12.9	5	5.4	1.1
	2010	85	76	89.4	0	0.0	3	3.5	46	54.1	10	11.8	9	10.6	3.5
	2011	74	67	90.5	6	8.1	3	4.1	38	51.4	10	13.5	4	5.4	1.4
3	2009	85	74	87.1	1	1.2	4	4.7	34	40.0	13	15.3	4	4.7	2.4
	2010	87	81	93.1	3	3.4	5	5.7	38	43.7	12	13.8	9	10.3	2.3
	2011	84	78	92.9	0	0.0	5	6.0	28	33.3	14	16.7	11	13.1	0.0
4	2009	74	68	91.9	1	1.4	3	4.1	32	43.2	8	10.8	10	13.5	2.7
	2010	89	79	88.8	1	1.1	6	6.7	35	39.3	15	16.9	4	4.5	0.0
	2011	70	67	95.7	3	4.3	6	8.6	31	44.3	17	24.3	4	5.7	0.0
5	2009	67	63	94.0	1	1.5	1	1.5	31	46.3	6	9.0	5	7.5	0.0
	2010	75	69	92.0	1	1.3	5	6.7	34	45.3	9	12.0	6	8.0	0.0
	2011	78	67	85.9	1	1.3	8	10.3	34	43.6	17	21.8	4	5.1	0.0
PK-5	2009	531	491	92.5	10	1.9	28	5.3	201	37.9	42	7.9	111	20.9	3.0
	2010	537	493	91.8	12	2.2	23	4.3	198	36.9	46	8.6	106	19.7	1.3
	2011	484	441	91.1	12	2.5	24	5.0	196	40.5	69	14.3	101	20.9	1.2

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	72.7	13,515.0	69.0	94.9	12,939.1	95.7	10	13.8	22.3	61	11,501	83.9	85.1
	2010	89.8	13,234.2	85.8	95.6	12,616.4	95.3	14	15.6	21.7	75	11,233	83.5	84.9
	2011	44.1	13,210.6	42.0	95.2	12,645.0	95.7	11	24.9	21.5	39	11,602	88.4	87.8
1	2009	79.7	14,250.8	76.8	96.3	13,719.9	96.3	19	23.8	20.5	68	12,300	85.3	86.3
	2010	80.4	13,848.4	77.4	96.3	13,286.3	95.9	7	8.7	20.3	75	11,978	93.3	86.5
	2011	85.3	13,458.2	82.3	96.4	12,967.0	96.4	19	22.3	19.0	77	12,047	90.2	89.5
2	2009	93.7	13,950.1	90.4	96.5	13,499.0	96.8	10	10.7	18.5	86	12,231	91.8	87.7
	2010	84.9	13,440.8	82.1	96.7	12,947.4	96.3	10	11.8	19.2	77	11,794	90.7	87.7
	2011	70.9	13,012.8	68.4	96.5	12,592.7	96.8	12	16.9	17.1	65	11,853	91.7	91.1
3	2009	87.1	13,095.5	84.6	97.2	12,710.6	97.1	8	9.2	18.2	81	11,634	93.0	88.8
	2010	84.9	13,291.1	81.4	95.9	12,853.9	96.7	16	18.9	17.8	77	11,815	90.7	88.9
	2011	81.2	12,619.0	78.7	96.9	12,254.0	97.1	17	20.9	16.7	72	11,604	88.7	92.0
4	2009	71.6	12,156.4	68.4	95.5	11,789.9	97.0	10	14.0	17.9	61	10,731	85.2	88.3
	2010	85.8	12,299.7	82.9	96.6	11,900.0	96.8	12	14.0	17.3	78	10,987	90.9	89.3
	2011	67.5	12,506.4	65.4	96.8	12,149.9	97.1	4	5.9	15.7	67	11,544	99.2	92.3
5	2009	65.2	11,903.5	64.1	98.4	11,552.9	97.1	10	15.3	17.3	61	10,563	93.6	88.7
	2010	74.0	11,687.8	71.9	97.1	11,310.1	96.8	7	9.5	17.1	68	10,453	91.9	89.4
	2011	77.2	11,742.5	76.2	98.6	11,419.3	97.2	6	7.8	8.3	70	10,892	90.6	92.8
KN-5	2009	500.5	83,476.5	482.2	96.3	80,586.5	96.5	118	23.6	30.6	463	76,517	92.5	91.7
	2010	499.9	77,802.0	481.5	96.3	74,914.0	96.3	66	13.2	18.9	450	68,260	90.0	87.7
	2011	426.3	76,549.5	412.9	96.9	74,027.9	96.7	69	16.2	16.6	390	69,542	91.5	90.8

Teachers: 33

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	28	84.8
Hispanic	1	3.0
White	3	9.1
Multiple categories	1	3.0
Other	0	0.0

Gender	Number	Percentage
Female	29	87.9
Male	4	12.1

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	8.6	NA
2009-10	7.1	NA
2010-11	6.6	90.6

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	6.1
1	0	0.0
2	1	3.0
3	1	3.0
4	2	6.1
5	2	6.1
1-3	2	6.1
More than 3	29	87.9
1 - 5	6	18.2
6 - 10	8	24.2
11 - 20	10	30.3
More than 20	7	21.2

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		82.9	*	80.6	*	*	62.5		85.7	80.5	83.1	87.3	83
	2010	*	75.6	*	76.8	*	*	56.8		73.2	80.4	77.0	85.4	87
	2011		81.8	*	81.6	*		64.0		79.5	83.3	81.5	82.0	81
4	2009		72.1	*	71.2		*	50.0		68.6	76.5	72.5	75.8	69
	2010		59.8	*	60.3		*	30.0		51.4	67.4	60.2	77.9	83
	2011		83.6	*	82.5	*	*	70.0		73.1	89.7	83.6	78.6	67
5	2009	*	96.6	*	96.7		*	93.3		93.3	100.0	96.8	82.9	62
	2010		76.8	*	75.0		*	50.0		69.7	83.8	77.1	86.1	70
	2011		97.2	*	96.9	*	*	94.3		97.1	97.4	97.3	89.0	73
3-5	2009	*	83.3	*	82.3	*	*	68.5		82.2	85.0	83.6	81.5	214
	2010	*	70.4	100.0	70.8	*	*	46.4		64.9	76.7	71.3	83.4	240
	2011		87.6	75.0	86.7	75.0	*	77.8		84.0	89.9	87.3	83.6	221

NUMBER TESTED IN GRADES 3-5													
2009	1	209	4	198	3	3	92	0	107	107	214	28,126	
2010	1	233	6	219	3	5	97	0	111	129	240	24,751	
2011	0	210	8	203	8	4	90	0	100	119	221	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		14	*	14	*	*	12		6	8	14	960	83
	2010	*	20	*	19	*	*	16		11	9	20	1,039	87
	2011		14	*	14	*		9		8	7	15	1,214	81
4	2009		19	*	19		*	15		11	8	19	2,449	69
	2010		33	*	29		*	21		18	15	33	1,640	83
	2011		10	*	11	*	*	9		7	4	11	1,506	67
5	2009	*	2	*	2		*	2		2	0	2	1,793	62
	2010		16	*	16		*	15		10	6	16	1,427	70
	2011		2	*	2	*	*	2		1	1	2	919	73
3-5	2009	*	35	*	35	*	*	29		19	16	35	5,202	214
	2010	*	69	0	64	*	*	52		39	30	69	4,106	240
	2011		26	2	27	2	*	20		16	12	28	3,639	221

NUMBER TESTED IN GRADES 3-5													
2009	1	209	4	198	3	3	92	0	107	107	214	28,126	
2010	1	233	6	219	3	5	97	0	111	129	240	24,751	
2011	0	210	8	203	8	4	90	0	100	119	221	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	74.5	81.1	81.9	80.3
	2010	73.8	70.0	74.5	68.8
	2011	78.6	77.8	80.0	73.1
4	2009	80.1	73.2	68.7	71.9
	2010	71.5	73.8	74.9	66.5
	2011	77.6	78.0	78.3	75.7
5	2009	83.3	78.8	84.1	75.8
	2010	79.3	78.4	78.4	74.6
	2011	88.7	84.9	86.5	83.0
3-5	2009	78.8	77.9	78.3	76.3
	2010	74.6	73.7	75.8	69.7
	2011	81.6	80.2	81.6	77.2

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)
3	2009		29.3	*	25.0	*	*	9.4		23.8	36.6	30.1	34.1	83
	2010	*	17.1	*	18.3	*	*	5.4		12.2	23.9	18.4	37.1	87
	2011		35.1	*	35.5	*		16.0		35.9	35.7	35.8	33.6	81
4	2009		10.3	*	10.6		*	6.7		17.1	5.9	11.6	18.4	69
	2010		8.5	*	8.2		*	3.3		8.1	10.9	9.6	19.4	83
	2011		16.4	*	15.9	*	*	3.3		7.7	23.1	16.4	27.7	67
5	2009	*	15.3	*	15.0		*	6.7		16.7	12.5	14.5	18.5	62
	2010		14.5	*	10.9		*	0.0		15.2	16.2	15.7	23.6	70
	2011		33.3	*	31.3	*	*	22.9		34.3	34.2	34.2	28.1	73
3-5	2009	*	19.1	*	17.2	*	*	7.6		19.6	19.6	19.6	22.7	214
	2010	*	13.3	50.0	12.8	*	*	3.1		11.7	17.1	14.6	26.2	240
	2011		29.0	37.5	28.1	25.0	*	14.4		28.0	31.1	29.4	29.7	221

NUMBER TESTED IN GRADES 3-5													
2009	1	209	4	198	3	3	92	0	107	107	214	28,126	
2010	1	233	6	219	3	5	97	0	111	129	240	24,751	
2011	0	210	8	203	8	4	90	0	100	119	221	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		56.8	*	56.3	*	*	32.3		53.7	61.0	57.3	77.3	82
	2010	*	56.1	*	57.3	*	*	32.4		61.0	52.2	56.3	78.2	87
	2011		72.7	*	71.1	*		44.0		69.2	73.8	71.6	80.7	81
4	2009		73.5	*	72.7		*	60.0		74.3	73.5	73.9	79.4	69
	2010		69.9	*	69.9	*	*	40.0		70.3	70.2	70.2	81.8	84
	2011		83.9	*	82.8	*	*	70.0		81.5	84.6	83.8	82.6	68
5	2009	*	88.1	*	87.5		*	80.0		90.3	85.7	87.9	87.0	66
	2010		87.0	*	85.9		*	76.7		81.8	91.9	87.1	87.7	70
	2011		88.9	*	87.5	*	*	77.1		88.6	89.5	89.0	88.7	73
3-5	2009	*	71.2	*	71.6	*	*	57.1		71.0	72.7	71.9	81.0	217
	2010	*	70.1	66.7	69.9	*	*	48.5		70.3	70.0	70.1	82.3	241
	2011		81.5	75.0	79.9	77.8	*	65.6		79.2	82.4	81.1	83.9	222

NUMBER TESTED IN GRADES 3-5													
2009	1	208	4	201	2	3	91	0	107	110	217	33,546	
2010	1	234	6	219	4	5	97	0	111	130	241	34,834	
2011	0	211	8	204	9	4	90	0	101	119	222	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		35	*	31	*	*	21		19	16	35	2,781	82
	2010	*	36	*	35	*	*	25		16	22	38	2,739	87
	2011		21	*	22	*		14		12	11	23	2,370	81
4	2009		18	*	18		*	12		9	9	18	2,196	69
	2010		25	*	22	*	*	18		11	14	25	2,101	84
	2011		10	*	11	*	*	9		5	6	11	2,100	68
5	2009	*	7	*	8		*	6		3	5	8	1,386	66
	2010		9	*	9		*	7		6	3	9	1,314	70
	2011		8	*	8	*	*	8		4	4	8	1,274	73
3-5	2009	*	60	*	57	*	*	39		31	30	61	6,363	217
	2010	*	70	2	66	*	*	50		33	39	72	6,154	241
	2011		39	2	41	2	*	31		21	21	42	5,744	222

NUMBER TESTED IN GRADES 3-5													
2009	1	208	4	201	2	3	91	0	107	110	217	33,546	
2010	1	234	6	219	4	5	97	0	111	130	241	34,834	
2011	0	211	8	204	9	4	90	0	101	119	222	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	65.7	68.1	74.0	62.8	70.4	59.5
	2010	67.9	69.2	65.3	60.0	69.8	53.6
	2011	78.4	70.2	82.7	75.9	77.8	61.1
4	2009	83.8	76.4	74.2	72.7	79.0	68.1
	2010	79.7	75.5	66.9	62.9	73.8	69.0
	2011	83.3	84.2	80.9	79.2	80.9	73.9
5	2009	87.3	82.9	88.5	74.0	81.4	76.5
	2010	80.6	76.9	79.8	72.7	78.6	72.1
	2011	81.7	80.4	84.1	76.9	75.3	73.3
3-5	2009	78.0	75.2	78.5	69.4	76.5	67.4
	2010	75.7	73.6	70.1	64.7	73.8	64.4
	2011	81.0	77.9	82.6	77.2	77.9	69.0

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		13.6	*	12.7	*	*	3.2		9.8	17.1	13.4	29.0	82
	2010	*	4.9	*	4.9	*	*	0.0		2.4	6.5	4.6	21.3	87
	2011		22.1	*	19.7	*		0.0		20.5	21.4	21.0	24.4	81
4	2009		27.9	*	28.8		*	13.3		34.3	23.5	29.0	31.6	69
	2010		18.1	*	19.2	*	*	6.7		18.9	17.0	17.9	29.1	84
	2011		35.5	*	34.4	*	*	16.7		37.0	30.8	33.8	31.3	68
5	2009	*	28.8	*	31.3		*	20.0		25.8	37.1	31.8	38.4	66
	2010		27.5	*	26.6		*	3.3		33.3	24.3	28.6	34.5	70
	2011		29.2	*	28.1	*	*	14.3		40.0	18.4	28.8	32.5	73
3-5	2009	*	22.6	*	23.9	*	*	12.1		22.4	25.5	24.0	32.8	217
	2010	*	16.2	16.7	16.0	*	*	3.1		17.1	15.4	16.2	27.9	241
	2011		28.4	0.0	27.0	22.2	*	11.1		31.7	23.5	27.5	29.3	222

NUMBER TESTED IN GRADES 3-5													
2009	1	208	4	201	2	3	91	0	107	110	217	33,546	
2010	1	234	6	219	4	5	97	0	111	130	241	34,834	
2011	0	211	8	204	9	4	90	0	101	119	222	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		82.6	*	84.8		*	74.2		75.0	91.2	82.9	87.4	70
	2010		90.0	*	88.6	*	*	76.7		89.2	90.9	90.1	89.8	81
	2011		85.7	*	86.2	*	*	80.0		85.2	87.5	86.6	86.9	67

NUMBER TESTED IN GRADE 4													
2009	0	69	1	66	0	1	31	0	36	34	70	10,032	
2010	0	80	1	70	1	1	30	0	37	44	81	7,294	
2011	0	63	4	65	5	3	30	0	27	40	67	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		12	*	10		*	8		9	3	12	1,264	70
	2010		8	*	8	*	*	7		4	4	8	744	81
	2011		9	*	9	*	*	6		4	5	9	908	67

NUMBER TESTED IN GRADE 4													
2009	0	69	1	66	0	1	31	0	36	34	70	10,032	
2010	0	80	1	70	1	1	30	0	37	44	81	7,294	
2011	0	63	4	65	5	3	30	0	27	40	67	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	2.3	83.6	78.6	82.7	91.1
	2010	2.4	67.6	77.8	79.5	81.3
	2011	2.3	79.5	81.7	84.1	83.6

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		34.8	*	34.8		*	12.9		36.1	35.3	35.7	21.0	70
	2010		21.3	*	22.9	*	*	6.7		21.6	22.7	22.2	23.8	81
	2011		22.2	*	23.1	*	*	13.3		11.1	30.0	22.4	22.4	67

NUMBER TESTED IN GRADE 4													
2009	0	69	1	66	0	1	31	0	36	34	70	10,032	
2010	0	80	1	70	1	1	30	0	37	44	81	7,294	
2011	0	63	4	65	5	3	30	0	27	40	67	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	*	52.5	*	53.1		*	30.0		51.6	57.1	54.5	75.9	66
	2010		66.7	*	64.1		*	36.7		66.7	67.6	67.1	81.4	70
	2011		87.5	*	87.3	*	*	77.4		94.3	81.6	87.7	80.9	73

NUMBER TESTED IN GRADE 5													
2009	1	59	2	64	0	1	30	0	31	35	66	10,550	
2010	0	69	1	64	0	1	30	0	33	37	70	10,576	
2011	0	72	1	63	2	1	31	0	35	38	73	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	*	28	*	30		*	21		15	15	30	2,542	66
	2010		23	*	23		*	19		11	12	23	1,965	70
	2011		9	*	8	*	*	7		2	7	9	1,942	73

NUMBER TESTED IN GRADE 5													
2009	1	59	2	64	0	1	30	0	31	35	66	10,550	
2010	0	69	1	64	0	1	30	0	33	37	70	10,576	
2011	0	72	1	63	2	1	31	0	35	38	73	10,176	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	81.0	84.2	77.3	52.0
	2010	79.7	77.9	81.4	65.2
	2011	83.9	86.5	85.8	77.5

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2009	*	3.4	*	3.1		*	0.0		6.5	0.0	3.0	29.1	66
	2010		10.1	*	9.4		*	0.0		21.2	2.7	11.4	32.8	70
	2011		25.0	*	23.8	*	*	9.7		22.9	26.3	24.7	34.0	73

NUMBER TESTED IN GRADES 5													
2009	1	59	2	64	0	1	30	0	31	35	66	10,550	
2010	0	69	1	64	0	1	30	0	33	37	70	10,576	
2011	0	72	1	63	2	1	31	0	35	38	73	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		*		*	*		*		*	*	*	87.7	2
	2010		*		*	*		*		*		*	81.1	2
	2011		*		*	*		*		*	*	*	81.7	2
4	2009		*		*	*		*		*	*	*	71.8	3
	2010		100.0		*	100.0		*		*	*	100.0	75.8	6
	2011		*		*	*		*		*	*	*	76.6	4
5	2009		*		*	*		*			*	*	80.3	1
	2010		*		*	*		*		*	*	*	93.9	5
	2011		*	*	*	*		*		*	*	*	95.1	5
3-5	2009		66.7		66.7	66.7		*		*	*	66.7	79.2	6
	2010		100.0		100.0	100.0		100.0		100.0	*	100.0	84.8	13
	2011		80.0	*	81.8	81.8		*		85.7	*	81.8	84.8	11

NUMBER TESTED IN GRADES 3-5													
2009	0	6	0	6	6	0	4	0	3	3	6	1,867	
2010	0	12	0	12	13	0	7	0	8	5	13	1,749	
2011	0	10	1	11	11	0	4	0	7	4	11	1,438	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009		*		*	*		*		*	*	*	60	2
	2010		*		*	*		*		*		*	96	2
	2011		*		*	*		*		*	*	*	69	2
4	2009		*		*	*		*		*	*	*	192	3
	2010		0		*	0		*		*	*	0	126	6
	2011		*		*	*		*		*	*	*	123	4
5	2009		*		*	*		*			*	*	137	1
	2010		*		*	*		*		*	*	*	44	5
	2011		*	*	*	*		*		*	*	*	26	5
3-5	2009		2		2	2		*		*	*	2	389	6
	2010		0		0	0		0		0	*	0	266	13
	2011		2	*	2	2		*		1	*	2	218	11

NUMBER TESTED IN GRADES 3-5													
2009	0	6	0	6	6	0	4	0	3	3	6	1,867	
2010	0	12	0	12	13	0	7	0	8	5	13	1,749	
2011	0	10	1	11	11	0	4	0	7	4	11	1,438	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2009	*	*	*	*
	2010	*	*	*	*
	2011	*	*	*	*
4	2009	*	*	*	*
	2010	77.8	75.0	55.6	79.2
	2011	*	*	*	*
5	2009	*	*	*	*
	2010	*	*	*	*
	2011	*	*	*	*
3-5	2009	63.1	58.3	56.7	71.8
	2010	78.7	83.3	75.6	82.3
	2011	82.9	77.3	73.0	69.5

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009		*		*	*		*		*	*	*	16.2	2
	2010		*		*	*		*		*		*	19.1	2
	2011		*		*	*		*		*	*	*	20.9	2
4	2009		*		*	*		*		*	*	*	8.9	3
	2010		16.7		*	16.7		*		*	*	16.7	15.2	6
	2011		*		*	*		*		*	*	*	13.7	4
5	2009		*		*	*		*			*	*	14.1	1
	2010		*		*	*		*		*	*	*	15.4	5
	2011		*	*	*	*		*		*	*	*	16.5	5
3-5	2009		16.7		16.7	16.7		*		*	*	16.7	12.7	6
	2010		25.0		25.0	30.8		14.3		25.0	*	30.8	16.4	13
	2011		40.0	*	45.5	45.5		*		57.1	*	45.5	16.6	11

NUMBER TESTED IN GRADES 3-5													
2009	0	6	0	6	6	0	4	0	3	3	6	1,867	
2010	0	12	0	12	13	0	7	0	8	5	13	1,749	
2011	0	10	1	11	11	0	4	0	7	4	11	1,438	

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	3
	2010		*		*	*		*		*		*	78.3	2
	2011		*		*	*		*		*	*	*	82.7	2
4	2009		*		*	*		*		*	*	*	75.8	3
	2010		*		*	*		*		*	*	*	80.6	5
	2011		*		*	*		*		*	*	*	80.2	3
5	2009		*		*	*		*			*	*	80.2	1
	2010		*		*	*		*		*	*	*	86.4	5
	2011		*	*	*	*		*		*	*	*	88.1	5
3-5	2009		85.7		85.7	85.7		*		*	*	85.7	78.8	7
	2010		100.0		100.0	100.0		100.0		100.0	*	100.0	82.4	12
	2011		77.8	*	80.0	80.0		*		83.3	*	80.0	83.8	10

NUMBER TESTED IN GRADES 3-5													
2009	0	7	0	7	7	0	5	0	4	3	7	7	1,743
2010	0	11	0	12	12	0	7	0	8	4	12	12	1,615
2011	0	9	1	10	10	0	4	0	6	4	10	10	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	3
	2010		*		*	*		*		*		*	102	2
	2011		*		*	*		*		*	*	*	63	2
4	2009		*		*	*		*		*	*	*	157	3
	2010		*		*	*		*		*	*	*	92	5
	2011		*		*	*		*		*	*	*	101	3
5	2009		*		*	*		*			*	*	127	1
	2010		*		*	*		*		*	*	*	91	5
	2011		*	*	*	*		*		*	*	*	60	5
3-5	2009		1		1	1		*		*	*	1	369	7
	2010		0		0	0		0		0	*	0	285	12
	2011		2	*	2	2		*		1	*	2	224	10

NUMBER TESTED IN GRADES 3-5													
2009	0	7	0	7	7	0	5	0	4	3	7	7	1,743
2010	0	11	0	12	12	0	7	0	8	4	12	12	1,615
2011	0	9	1	10	10	0	4	0	6	4	10	10	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	71.2	59.5	64.3	61.0	47.6	61.4
	2010	85.8	82.5	73.6	67.5	77.8	84.4
	2011	79.7	84.7	74.3	69.0	76.7	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		*		*	*		*		*	*	*	22.3	3
	2010		*		*	*		*		*		*	13.4	2
	2011		*		*	*		*		*	*	*	20.6	2
4	2009		*		*	*		*		*	*	*	14.0	3
	2010		*		*	*		*		*	*	*	20.2	5
	2011		*		*	*		*		*	*	*	25.3	3
5	2009		*		*	*		*			*	*	17.2	1
	2010		*		*	*		*		*	*	*	18.9	5
	2011		*	*	*	*		*		*	*	*	20.0	5
3-5	2009		0.0		0.0	0.0		*		*	*	0.0	17.3	7
	2010		45.5		50.0	50.0		28.6		62.5	*	50.0	17.7	12
	2011		55.6	*	60.0	60.0		*		83.3	*	60.0	22.1	10

NUMBER TESTED IN GRADES 3-5													
2009	0	7	0	7	7	0	5	0	4	3	7	7	1,743
2010	0	11	0	12	12	0	7	0	8	4	12	12	1,615
2011	0	9	1	10	10	0	4	0	6	4	10	10	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				54.4	0
	2010	58.3	84.6	81.1	61.2	90
	2011	95.2	96.3	95.8	63.3	48
1	2009	48.4	56.8	53.3	54.2	75
	2010	58.1	92.3	79.5	55.2	83
	2011	57.1	89.8	74.2	58.1	89
2	2009	40.0	82.9	59.3	47.9	91
	2010	71.1	97.5	83.5	48.6	85
	2011	74.4	94.6	84.0	50.7	75
5	2009					0
	2010					0
	2011	11.1	62.5	38.2	36.2	76
1-5	2009	43.2	69.4	56.6	51.0	166
	2010	65.8	94.6	81.5	51.9	168
	2011	48.7	82.5	65.8	47.2	240

Number Tested	2009	81	85	166	15,925	
	2010	88	170	258	20,252	
	2011	138	153	288	29,763	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009	80.0	98.1	93.2	52.8	73
	2010	50.0	87.2	82.2	51.2	90
	2011	71.4	88.9	81.3	56.8	48
1	2009	63.6	79.6	73.2	50.4	82
	2010	64.5	78.8	73.5	48.8	83
	2011	64.3	85.7	75.3	53.1	89
2	2009	68.0	97.6	81.3	53.2	91
	2010	69.6	92.5	80.2	54.6	86
	2011	76.9	94.6	85.3	56.8	75
5	2009					0
	2010					0
	2011	20.0	75.0	49.3	44.8	75
K-5	2009	68.9	91.6	82.1	52.3	246
	2010	65.2	85.9	78.8	51.5	259
	2011	57.7	85.6	72.1	53.3	287

Number Tested	2009	103	143	246	30,563	
	2010	89	170	259	40,163	
	2011	137	153	287	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												54.4	0
	2010	*	81.8	*	81.0			58.3		81.0	81.3	81.1	61.2	90
	2011		95.7	*	95.2	*	*	95.2		96.0	95.7	95.8	63.3	48
1	2009	*	52.1	*	51.4	*		48.4		51.4	55.3	53.3	54.2	75
	2010		79.2	83.3	77.6	*	83.3	58.1		68.3	90.5	79.5	55.2	83
	2011		74.1	*	74.1		*	57.1		65.0	81.6	74.2	58.1	89
2	2009	*	59.8	*	59.3	*	*	40.0		59.5	59.2	59.3	47.9	91
	2010		83.1	*	84.2	*		71.1		77.8	90.0	83.5	48.6	85
	2011		83.6	85.7	82.6	*	83.3	74.4		74.4	94.4	84.0	50.7	75
1-2	2009	*	56.3	*	55.8	50.0	*	43.2		55.7	57.5	56.6	51.0	166
	2010		81.3	87.5	80.9	66.7	83.3	65.8		73.3	90.2	81.5	51.9	168
	2011		78.3	81.8	78.0	*	71.4	65.4		69.6	87.1	78.7	54.4	164
5	2009													0
	2010													0
	2011		37.8	*	38.3	0.0	*	11.1		27.3	47.6	38.2	36.2	76
1-5	2009	*	56.3	*	55.8	50.0	*	43.2		55.7	57.5	56.6	51.0	166
	2010		81.3	87.5	80.9	66.7	83.3	65.8		73.3	90.2	81.5	51.9	168
	2011		65.0	83.3	66.7	10.0	75.0	48.7		57.1	74.0	65.8	47.2	240

Number Tested	2009	2	160	4	156	6	3	81	0	79	87	166	14,637
	2010	0	160	8	152	6	6	76	0	86	82	168	13,990
	2011	0	226	12	210	10	8	117	0	112	127	240	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												304	0
	2010	*	39	*	36			4		20	19	39	1,717	90
	2011		39	*	34	*	*	14		20	19	39	2,106	48
1	2009	*	21	*	19	*		5		9	13	22	1,659	75
	2010		49	4	48	*	4	10		23	30	53	1,729	83
	2011		44	*	40		*	13		17	28	45	1,963	89
2	2009	*	8	*	7	*	*	0		1	7	8	1,027	91
	2010		43	*	38	*		14		22	22	44	954	85
	2011		45	5	45	*	5	21		22	29	51	1,020	75
1-2	2009	*	29	*	26	1	*	5		10	20	30	2,688	166
	2010		92	5	86	2	4	24		45	52	97	2,683	168
	2011		89	6	85	*	5	34		39	57	96	2,983	164
5	2009													0
	2010													0
	2011		3	*	3	0	*	0		2	1	3	701	76
1-5	2009	*	29	*	26	1	*	5		10	20	30	2,688	166
	2010		92	5	86	2	4	24		45	52	97	2,683	168
	2011		92	6	88	1	5	34		41	58	99	3,694	240

Number Tested	2009	2	160	4	156	6	3	81	0	79	87	166	14,637
	2010	0	160	8	152	6	6	76	0	86	82	168	13,990
	2011	0	226	12	210	10	8	117	0	112	127	240	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		92.8	*	94.0	*	*	80.0		96.8	90.5	93.2	52.8	73
	2010	*	81.8	*	81.0			50.0		81.0	83.3	82.2	51.2	90
	2011		80.9	*	85.7	*	*	71.4		80.0	82.6	81.3	56.8	48
1	2009	*	72.5	*	71.4	*		63.6		71.4	75.0	73.2	50.4	82
	2010		72.7	83.3	71.1	*	83.3	64.5		63.4	83.3	73.5	48.8	83
	2011		74.1	*	72.8		*	64.3		77.5	73.5	75.3	53.1	89
2	2009	*	81.6	*	81.4	*	*	68.0		88.1	75.5	81.3	53.2	91
	2010		79.8	*	79.2	*		69.6		75.6	85.4	80.2	54.6	86
	2011		85.1	85.7	84.1	*	83.3	76.9		76.9	94.4	85.3	56.8	75
K-2	2009	*	81.8	87.5	81.7	66.7	85.7	68.9		84.3	80.2	82.1	52.3	246
	2010	*	78.3	88.9	77.2	42.9	83.3	65.2		73.4	84.0	78.8	51.5	259
	2011		79.4	91.7	79.7	33.3	87.5	70.6		77.9	82.4	80.2	55.6	212
5	2009													0
	2010													0
	2011		49.3	*	50.8	0.0	*	20.0		58.8	42.5	49.3	44.8	75
K-5	2009	*	81.8	87.5	81.7	66.7	85.7	68.9		84.3	80.2	82.1	52.3	246
	2010	*	78.3	88.9	77.2	42.9	83.3	65.2		73.4	84.0	78.8	51.5	259
	2011		71.3	92.3	72.7	15.4	88.9	57.7		73.2	71.6	72.1	53.3	287

Number Tested	2009	2	236	8	230	9	7	103	0	115	131	246	30,563
	2010	1	249	9	237	7	6	89	0	128	131	259	40,163
	2011	0	272	13	253	13	9	137	0	138	148	287	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		45	*	45	*	*	11		20	29	49	2,455	73
	2010	*	28	*	26			5		12	16	28	2,358	90
	2011		24	*	22	*	*	7		13	11	24	2,815	48
1	2009	*	31	*	28	*		12		15	17	32	1,577	82
	2010		35	3	34	*	3	12		19	19	38	2,266	83
	2011		36	*	34		*	18		19	20	39	2,716	89
2	2009	*	42	*	42	*	*	16		18	26	44	1,686	91
	2010		40	*	37	*		14		18	23	41	2,484	86
	2011		34	6	37	*	5	16		20	21	41	2,746	75
K-2	2009	*	118	5	115	4	5	39		53	72	125	5,718	246
	2010	*	103	4	97	1	3	31		49	58	107	7,108	259
	2011		94	9	93	1	6	41		52	52	104	8,277	212
5	2009													0
	2010													0
	2011		6	*	4	0	*	0		4	2	6	1,395	75
K-5	2009	*	118	5	115	4	5	39		53	72	125	5,718	246
	2010	*	103	4	97	1	3	31		49	58	107	7,108	259
	2011		100	9	97	1	6	41		56	54	110	9,696	287

Number Tested	2009	2	236	8	230	9	7	103	0	115	131	246	30,563
	2010	1	249	9	237	7	6	89	0	128	131	259	40,163
	2011	0	272	13	253	13	9	137	0	138	148	287	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	*	73.4	*	72.4	*		68.8		71.4	76.9	74.1	66.0	81
	2010		74.0	100.0	75.0	*	100.0	67.7		70.7	81.0	75.9	63.5	83
	2011		84.7	*	82.7		*	81.0		85.0	83.7	84.3	66.7	89
2	2009	*	88.5	*	88.4	*	*	80.0		90.5	87.8	89.0	60.9	91
	2010		92.8	*	92.1	*		88.9		88.9	97.5	92.9	61.4	85
	2011		82.1	85.7	81.2	*	83.3	71.8		76.9	88.9	82.7	62.0	75
1-2	2009	*	81.3	*	80.9	85.7	*	75.6		81.0	83.0	82.0	63.5	172
	2010		83.8	100.0	83.6	66.7	100.0	80.3		80.2	89.0	84.5	62.5	168
	2011		83.6	81.8	82.0	*	85.7	76.5		81.0	85.9	83.5	64.4	164
5	2009													0
	2010													0
	2011		61.3	*	62.3	0.0	*	44.4		68.6	56.1	62.3	48.6	77
1-5	2009	*	81.3	*	80.9	85.7	*	75.6		81.0	83.0	82.0	63.5	172
	2010		83.8	100.0	83.6	66.7	100.0	80.3		80.2	89.0	84.5	62.5	168
	2011		76.2	83.3	76.3	20.0	87.5	66.7		77.2	76.2	76.8	59.7	241

Number Tested	2009	2	166	4	162	7	3	82	0	84	88	172	27,480
	2010	0	160	8	152	6	6	76	0	86	82	168	26,937
	2011	0	227	12	211	10	8	117	0	114	126	241	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	*	37	*	35	*		17		19	20	39	4,597	81
	2010		33	4	32	*	4	12		18	19	37	4,129	83
	2011		43	*	43		*	23		22	24	46	4,427	89
2	2009	*	67	*	65	*	*	35		33	37	70	3,822	91
	2010		66	*	61	*		32		34	34	68	3,776	85
	2011		34	6	36	*	5	14		23	18	41	3,810	75
1-2	2009	*	104	*	100	4	*	52		52	57	109	8,419	172
	2010		99	6	93	2	4	44		52	53	105	7,905	168
	2011		77	9	79	*	6	37		45	42	87	8,237	164
5	2009													0
	2010													0
	2011		18	*	17	0	*	2		8	11	19	1,416	77
1-5	2009	*	104	*	100	4	*	52		52	57	109	8,419	172
	2010		99	6	93	2	4	44		52	53	105	7,905	168
	2011		95	10	96	1	7	39		53	53	106	9,660	241

Number Tested	2009	2	166	4	162	7	3	82	0	84	88	172	27,480
	2010	0	160	8	152	6	6	76	0	86	82	168	26,937
	2011	0	227	12	211	10	8	117	0	114	126	241	38,176

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
2 (6)	Beginning	0	0.0	0	0.0	1	16.7	1	16.7	1	16.7
	Intermediate	2	33.3	2	33.3	2	33.3	0	0.0	0	0.0
	Advanced	1	16.7	1	16.7	1	16.7	2	33.3	2	33.3
	Advanced High	3	50.0	3	50.0	2	33.3	3	50.0	3	50.0
ALL (12)	Beginning	0	0.0	0	0.0	1	8.3	1	8.3	1	8.3
	Intermediate	3	25.0	2	16.7	3	25.0	1	8.3	1	8.3
	Advanced	5	41.7	5	41.7	4	33.3	3	25.0	3	25.0
	Advanced High	4	33.3	5	41.7	4	33.3	7	58.3	7	58.3

**PROGRESSION FROM
2010 TO 2011**

Number Rated Both Years N (%) Progressed	2011 Level	2010 Level			
		Beg	Int	Adv	Adv High
6 5 (83.3%)	Beginning	1			
	Intermediate	0	0		
	Advanced	0	2	0	
	Advanced High	0	0	3	
10 9 (90.0%)	Beginning	1			
	Intermediate	0	0		
	Advanced	0	2	0	
	Advanced High	0	1	6	

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