

DATA PACKET

for 2011-12 planning



Dallas
Independent
School
District

Evaluation & Accountability
Data Analysis, Reporting, and Research Services
<https://mydata.dallasisd.org>
OIR@dallasisd.org

School Number 220

MARK TWAIN

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2010-11 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- “Economically disadvantaged” students are those who qualify for free or reduced-price lunch through the federal government’s program.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- SCHOOLS WITH MAGNET PROGRAMS: Teacher statistics include all teachers at the campus, including those that teach in magnet, academy, or vanguard programs.

ENROLLMENT

- Statistics are based on the school’s enrollment at the end of the fifth six-weeks grading period.
- For 2010-11, race/ethnic categories are based on the newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes; students reporting their ethnicity as “Hispanic” are not counted in any race category. For prior years, race/ethnicity is based on the previous categories.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2010-11. They are counted as new if not enrolled in a district campus before the last day of the 2009-10 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2009-10 and 2010-11.

ATTENDANCE

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- “Average daily membership” is the total number of school days students were ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled for a minimum number of instructional days between the beginning of the school year and the first day of the main TAKS testing period. This number varies from 125 to 130 depending on the calendar in a particular school year.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- Teacher absences counted towards the average DO NOT include vacation days (coded as VAC in personnel database).
- Retention rate for a school year is computed with numerator “# teachers assigned to the school both that year and the year prior” and denominator “# of teachers assigned to the school for the prior year”. That is, the retention rate is the percentage of the prior year’s teachers who continued at the school.
- SCHOOLS WITH MAGNET PROGRAMS: Teacher statistics include all teachers at the campus, including those that teach in magnet, academy, or vanguard programs.

TAKS and TAKS-Modified

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

SCE COMPLIANCE and ITBS / ITED / LOGRAMOS

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

TELPAS

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

STUDENT ENROLLMENT

Grade	Enrollment
PK	22
KN	53
1	59
2	71
3	61
4	40
5	46
ALL	352

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	213	60.5	17	54.8
American Indian/Alaska Native	2	0.6	*	*
Asian/Hawaiian/Pacific Islander	1	0.3	*	*
Hispanic	133	37.8	10	32.3
White	1	0.3	4	12.9
Multiple	2	0.6	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	232	65.9
Economically disadvantaged	330	93.8
Limited English proficient (LEP)	110	31.3
Special education	17	4.8
Talented and Gifted (TAG)	5	1.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2009	22	12	54.5	0	0.0	0	0.0	10	45.5	0	0.0	—	—
	2010	22	12	54.5	0	0.0	0	0.0	10	45.5	0	0.0	—	—
	2011	22	12	54.5	0	0.0	0	0.0	10	45.5	0	0.0	0	0.0
KN	2009	59	32	54.2	0	0.0	0	0.0	27	45.8	0	0.0	—	—
	2010	49	30	61.2	0	0.0	0	0.0	19	38.8	0	0.0	—	—
	2011	53	29	54.7	1	1.9	0	0.0	22	41.5	1	1.9	0	0.0
1	2009	66	44	66.7	0	0.0	0	0.0	22	33.3	0	0.0	—	—
	2010	73	40	54.8	0	0.0	0	0.0	33	45.2	0	0.0	—	—
	2011	59	32	54.2	1	1.7	0	0.0	26	44.1	0	0.0	0	0.0
2	2009	55	28	50.9	0	0.0	0	0.0	27	49.1	0	0.0	—	—
	2010	68	52	76.5	0	0.0	0	0.0	15	22.1	1	1.5	—	—
	2011	71	45	63.4	0	0.0	0	0.0	26	36.6	0	0.0	0	0.0
3	2009	43	23	53.5	0	0.0	0	0.0	20	46.5	0	0.0	—	—
	2010	61	34	55.7	0	0.0	0	0.0	27	44.3	0	0.0	—	—
	2011	61	42	68.9	0	0.0	0	0.0	19	31.1	0	0.0	0	0.0
4	2009	50	36	72.0	0	0.0	0	0.0	14	28.0	0	0.0	—	—
	2010	40	28	70.0	0	0.0	0	0.0	12	30.0	0	0.0	—	—
	2011	40	21	52.5	0	0.0	0	0.0	19	47.5	0	0.0	0	0.0
5	2009	40	22	55.0	0	0.0	0	0.0	18	45.0	0	0.0	—	—
	2010	53	41	77.4	0	0.0	0	0.0	11	20.8	1	1.9	—	—
	2011	46	32	69.6	0	0.0	1	2.2	11	23.9	0	0.0	2	4.3
PK-5	2009	345	204	59.1	0	0.0	0	0.0	141	40.9	0	0.0	—	—
	2010	366	237	64.8	0	0.0	0	0.0	127	34.7	2	0.5	—	—
	2011	352	213	60.5	2	0.6	1	0.3	133	37.8	1	0.3	2	0.6

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	22	22	100.0	9	40.9	0	0.0	11	50.0	0	0.0	22	100.0	0.0
	2010	22	22	100.0	9	40.9	1	4.5	5	22.7	0	0.0	22	100.0	0.0
	2011	22	22	100.0	10	45.5	0	0.0	10	45.5	0	0.0	22	100.0	0.0
KN	2009	59	56	94.9	21	35.6	0	0.0	30	50.8	1	1.7	32	54.2	0.0
	2010	49	47	95.9	16	32.7	1	2.0	29	59.2	0	0.0	25	51.0	2.0
	2011	53	50	94.3	19	35.8	2	3.8	35	66.0	0	0.0	31	58.5	3.8
1	2009	66	62	93.9	16	24.2	4	6.1	30	45.5	0	0.0	12	18.2	10.6
	2010	73	68	93.2	26	35.6	0	0.0	37	50.7	1	1.4	15	20.5	1.4
	2011	59	57	96.6	23	39.0	0	0.0	30	50.8	0	0.0	8	13.6	0.0
2	2009	55	51	92.7	17	30.9	1	1.8	32	58.2	1	1.8	7	12.7	5.5
	2010	68	64	94.1	12	17.6	4	5.9	53	77.9	2	2.9	11	16.2	1.5
	2011	71	65	91.5	23	32.4	1	1.4	56	78.9	3	4.2	7	9.9	4.2
3	2009	43	40	93.0	12	27.9	2	4.7	24	55.8	1	2.3	7	16.3	4.7
	2010	61	56	91.8	17	27.9	1	1.6	40	65.6	0	0.0	5	8.2	8.2
	2011	61	59	96.7	15	24.6	6	9.8	45	73.8	1	1.6	3	4.9	3.3
4	2009	50	47	94.0	12	24.0	1	2.0	25	50.0	0	0.0	5	10.0	2.0
	2010	40	37	92.5	8	20.0	2	5.0	21	52.5	0	0.0	8	20.0	2.5
	2011	40	37	92.5	12	30.0	1	2.5	26	65.0	0	0.0	5	12.5	0.0
5	2009	40	37	92.5	9	22.5	4	10.0	21	52.5	3	7.5	5	12.5	5.0
	2010	53	52	98.1	9	17.0	6	11.3	36	67.9	0	0.0	10	18.9	1.9
	2011	46	40	87.0	8	17.4	7	15.2	30	65.2	1	2.2	10	21.7	4.3
PK-5	2009	345	324	93.9	96	27.8	22	6.4	173	50.1	6	1.7	95	27.5	5.5
	2010	366	346	94.5	97	26.5	15	4.1	221	60.4	3	0.8	96	26.2	2.7
	2011	352	330	93.8	110	31.3	17	4.8	232	65.9	5	1.4	86	24.4	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
KN	2009	55.9	13,515.0	53.2	95.3	12,939.1	95.7	26	46.5	22.3	45	11,501	80.6	85.1
	2010	46.6	13,234.2	44.2	94.8	12,616.4	95.3	19	40.7	21.7	36	11,233	77.2	84.9
	2011	51.8	13,210.6	49.0	94.6	12,645.0	95.7	13	25.1	21.5	42	11,602	81.0	87.8
1	2009	64.1	14,250.8	61.9	96.6	13,719.9	96.3	19	29.6	20.5	53	12,300	82.7	86.3
	2010	67.9	13,848.4	64.8	95.5	13,286.3	95.9	27	39.8	20.3	55	11,978	81.0	86.5
	2011	56.7	13,458.2	54.2	95.5	12,967.0	96.4	21	37.0	19.0	46	12,047	81.1	89.5
2	2009	54.3	13,950.1	52.6	97.0	13,499.0	96.8	29	53.4	18.5	43	12,231	79.3	87.7
	2010	66.5	13,440.8	64.5	96.9	12,947.4	96.3	21	31.6	19.2	56	11,794	84.1	87.7
	2011	72.2	13,012.8	69.4	96.1	12,592.7	96.8	18	24.9	17.1	60	11,853	83.1	91.1
3	2009	38.5	13,095.5	37.3	97.0	12,710.6	97.1	19	49.4	18.2	28	11,634	72.8	88.8
	2010	57.7	13,291.1	56.1	97.2	12,853.9	96.7	16	27.7	17.8	50	11,815	86.7	88.9
	2011	60.3	12,619.0	58.3	96.7	12,254.0	97.1	14	23.2	16.7	51	11,604	84.6	92.0
4	2009	52.5	12,156.4	51.4	98.0	11,789.9	97.0	16	30.5	17.9	43	10,731	81.9	88.3
	2010	40.3	12,299.7	38.9	96.5	11,900.0	96.8	14	34.7	17.3	32	10,987	79.4	89.3
	2011	39.0	12,506.4	38.1	97.7	12,149.9	97.1	8	20.5	15.7	34	11,544	87.1	92.3
5	2009	40.2	11,903.5	38.7	96.3	11,552.9	97.1	11	27.4	17.3	32	10,563	79.6	88.7
	2010	51.8	11,687.8	50.3	97.1	11,310.1	96.8	16	30.9	17.1	41	10,453	79.1	89.4
	2011	43.4	11,742.5	41.2	94.8	11,419.3	97.2	7	16.1	8.3	32	10,892	73.7	92.8
KN-5	2009	335.1	83,476.5	323.5	96.6	80,586.5	96.5	153	45.7	30.6	267	76,517	79.7	91.7
	2010	330.9	77,802.0	318.9	96.4	74,914.0	96.3	113	34.1	18.9	270	68,260	81.6	87.7
	2011	323.5	76,549.5	310.2	95.9	74,027.9	96.7	81	25.0	16.6	265	69,542	81.9	90.8

Teachers: 31

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	17	54.8
Hispanic	10	32.3
White	4	12.9
Multiple categories	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	20	64.5
Male	11	35.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	8.8	NA
2009-10	7.1	NA
2010-11	7.4	96.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	6.5
1	1	3.2
2	3	9.7
3	4	12.9
4	0	0.0
5	0	0.0
1-3	8	25.8
More than 3	21	67.7
1 - 5	8	25.8
6 - 10	11	35.5
11 - 20	4	12.9
More than 20	6	19.4

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009		73.7	*	70.0	*	*	53.8		66.7	73.3	70.8	87.3	24
	2010		66.7	63.6	64.1	*	*	54.2		68.4	64.0	65.9	85.4	44
	2011		76.2	*	75.0	*		65.6		65.4	90.0	76.1	82.0	46
4	2009		54.1	33.3	46.5	*	28.6	28.6		34.8	65.2	50.0	75.8	46
	2010		46.2	44.4	43.8	*	*	31.3		55.0	33.3	45.7	77.9	35
	2011		73.7	55.6	69.6		*	64.3		61.5	73.3	67.9	78.6	28
5	2009		72.7	76.5	75.0	*	55.6	61.9		63.2	85.0	74.4	82.9	39
	2010		71.8	100.0	74.4	*	*	66.7		57.1	91.7	75.6	86.1	45
	2011		75.0	66.7	70.7	42.9	57.1	68.8		77.8	62.5	72.1	89.0	43
3-5	2009		64.1	63.3	61.6	0.0	47.1	47.3		51.0	74.1	63.3	81.5	109
	2010		63.3	65.4	62.3	16.7	66.7	53.7		60.0	67.2	63.7	83.4	124
	2011		75.3	63.6	72.2	41.7	55.6	66.7		69.7	76.5	72.6	83.6	117

NUMBER TESTED IN GRADES 3-5													
2009	0	78	30	99	6	17	55	0	51	58	109	28,126	
2010	0	98	26	114	6	12	67	0	60	64	124	24,751	
2011	0	93	22	108	12	9	78	0	66	51	117	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		5	*	6	*	*	6		3	4	7	960	24
	2010		11	4	14	*	*	11		6	9	15	1,039	44
	2011		10	*	11	*		11		9	2	11	1,214	46
4	2009		17	6	23	*	5	15		15	8	23	2,449	46
	2010		14	5	18	*	*	11		9	10	19	1,640	35
	2011		5	4	7		*	5		5	4	9	1,506	28
5	2009		6	4	9	*	4	8		7	3	10	1,793	39
	2010		11	0	11	*	*	9		9	2	11	1,427	45
	2011		8	3	12	4	3	10		6	6	12	919	43
3-5	2009		28	11	38	6	9	29		25	15	40	5,202	109
	2010		36	9	43	5	4	31		24	21	45	4,106	124
	2011		23	8	30	7	4	26		20	12	32	3,639	117

NUMBER TESTED IN GRADES 3-5													
2009	0	78	30	99	6	17	55	0	51	58	109	28,126	
2010	0	98	26	114	6	12	67	0	60	64	124	24,751	
2011	0	93	22	108	12	9	78	0	66	51	117	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	67.5	77.4	79.2	71.9
	2010	67.3	69.2	68.9	67.0
	2011	74.9	66.1	70.7	67.9
4	2009	70.7	67.7	62.1	66.7
	2010	64.6	67.9	70.2	57.4
	2011	75.5	69.2	73.5	64.3
5	2009	69.8	73.7	69.9	68.2
	2010	75.9	78.3	70.8	68.4
	2011	77.8	73.0	74.1	72.1
3-5	2009	69.7	72.0	68.6	68.4
	2010	69.6	72.1	70.0	64.8
	2011	76.1	69.4	72.6	68.6

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)
3	2009		21.1	*	20.0	*	*	0.0		22.2	20.0	20.8	34.1	24
	2010		36.4	0.0	23.1	*	*	12.5		26.3	28.0	27.3	37.1	44
	2011		21.4	*	20.5	*		6.3		15.4	35.0	23.9	33.6	46
4	2009		0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	18.4	46
	2010		3.8	11.1	3.1	*	*	0.0		10.0	0.0	5.7	19.4	35
	2011		10.5	0.0	4.3		*	0.0		0.0	13.3	7.1	27.7	28
5	2009		9.1	11.8	11.1	*	0.0	0.0		0.0	20.0	10.3	18.5	39
	2010		5.1	0.0	4.7	*	*	0.0		0.0	8.3	4.4	23.6	45
	2011		9.4	11.1	7.3	14.3	0.0	3.1		14.8	0.0	9.3	28.1	43
3-5	2009		7.7	10.0	8.1	0.0	0.0	0.0		3.9	12.1	8.3	22.7	109
	2010		15.3	3.8	10.5	0.0	0.0	4.5		11.7	14.1	12.9	26.2	124
	2011		15.1	13.6	12.0	8.3	0.0	3.8		12.1	17.6	14.5	29.7	117

	NUMBER TESTED IN GRADES 3-5											
2009	0	78	30	99	6	17	55	0	51	58	109	28,126
2010	0	98	26	114	6	12	67	0	60	64	124	24,751
2011	0	93	22	108	12	9	78	0	66	51	117	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		66.7	83.3	72.2	*	91.7	64.0	*	77.8	69.6	73.2	77.3	41
	2010		72.7	63.6	66.7	*	*	58.3		68.4	72.0	70.5	78.2	44
	2011		61.9	100.0	71.9	*	100.0	64.4		70.6	76.0	72.9	80.7	59
4	2009		51.4	66.7	51.2	*	71.4	33.3		52.2	56.5	54.3	79.4	46
	2010		42.3	77.8	50.0	*	*	37.5		55.0	46.7	51.4	81.8	35
	2011		68.4	89.5	81.8		91.7	87.5		68.4	89.5	78.9	82.6	38
5	2009		75.0	81.3	75.8	*	75.0	70.6		72.2	84.2	78.4	87.0	37
	2010		59.0	100.0	65.1	*	*	51.9		47.6	79.2	64.4	87.7	45
	2011		54.8	90.0	61.0	28.6	87.5	56.3		64.3	60.0	62.8	88.7	43
3-5	2009		61.5	79.1	65.2	*	81.5	55.6	*	66.1	69.2	67.7	81.0	124
	2010		59.2	76.9	61.4	16.7	75.0	50.7		56.7	68.8	62.9	82.3	124
	2011		60.9	93.5	71.0	33.3	93.9	67.3		67.9	76.3	71.4	83.9	140

	NUMBER TESTED IN GRADES 3-5											
2009	0	78	43	112	4	27	63	1	59	65	124	33,546
2010	0	98	26	114	6	12	67	0	60	64	124	34,834
2011	0	92	46	131	12	33	101	0	81	59	140	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		7	3	10	*	1	9	*	4	7	11	2,781	41
	2010		9	4	13	*	*	10		6	7	13	2,739	44
	2011		16	0	16	*	0	16		10	6	16	2,370	59
4	2009		18	3	21	*	2	14		11	10	21	2,196	46
	2010		15	2	16	*	*	10		9	8	17	2,101	35
	2011		6	2	6		1	3		6	2	8	2,100	38
5	2009		5	3	8	*	2	5		5	3	8	1,386	37
	2010		16	0	15	*	*	13		11	5	16	1,314	45
	2011		14	1	16	5	1	14		10	6	16	1,274	43
3-5	2009		30	9	39	*	5	28	*	20	20	40	6,363	124
	2010		40	6	44	5	3	33		26	20	46	6,154	124
	2011		36	3	38	8	2	33		26	14	40	5,744	140

	NUMBER TESTED IN GRADES 3-5											
2009	0	78	43	112	4	27	63	1	59	65	124	33,546
2010	0	98	26	114	6	12	67	0	60	64	124	34,834
2011	0	92	46	131	12	33	101	0	81	59	140	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	81.2	82.1	82.5	76.8	79.9	68.0
	2010	76.4	67.8	73.5	69.7	68.8	58.8
	2011	76.9	70.9	84.2	73.2	73.7	68.9
4	2009	78.3	68.0	62.0	59.1	66.3	57.1
	2010	64.7	69.4	51.9	55.2	68.6	55.0
	2011	83.5	90.2	73.7	60.5	74.3	67.8
5	2009	77.4	74.1	84.2	69.1	76.4	72.6
	2010	73.3	69.5	75.6	56.8	62.8	61.1
	2011	72.5	74.4	73.1	64.1	63.4	57.8
3-5	2009	79.0	74.5	75.4	67.9	73.8	65.3
	2010	72.0	68.9	68.1	60.9	66.5	58.6
	2011	77.4	77.2	77.9	67.0	70.7	65.2

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		14.3	55.6	33.3	*	75.0	36.0	*	38.9	26.1	31.7	29.0	41
	2010		18.2	0.0	7.7	*	*	0.0		15.8	12.0	13.6	21.3	44
	2011		11.9	64.7	26.3	*	76.9	26.7		26.5	28.0	27.1	24.4	59
4	2009		2.7	0.0	2.3	*	0.0	0.0		4.3	0.0	2.2	31.6	46
	2010		3.8	11.1	3.1	*	*	0.0		5.0	6.7	5.7	29.1	35
	2011		0.0	36.8	21.2		41.7	20.8		26.3	10.5	18.4	31.3	38
5	2009		30.0	37.5	33.3	*	25.0	11.8		16.7	47.4	32.4	38.4	37
	2010		7.7	50.0	14.0	*	*	14.8		14.3	12.5	13.3	34.5	45
	2011		6.5	0.0	4.9	14.3	0.0	0.0		7.1	0.0	4.7	32.5	43
3-5	2009		12.8	37.2	21.4	*	40.7	17.5	*	18.6	23.1	21.0	32.8	124
	2010		10.2	15.4	8.8	0.0	25.0	6.0		11.7	10.9	11.3	27.9	124
	2011		7.6	39.1	18.3	8.3	45.5	16.8		19.8	15.3	17.9	29.3	140

	NUMBER TESTED IN GRADES 3-5											
2009	0	78	43	112	4	27	63	1	59	65	124	33,546
2010	0	98	26	114	6	12	67	0	60	64	124	34,834
2011	0	92	46	131	12	33	101	0	81	59	140	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		89.2	88.9	88.4	*	85.7	81.0		87.0	91.3	89.1	87.4	46
	2010		84.6	55.6	75.0	*	*	56.3		75.0	80.0	77.1	89.8	35
	2011		68.4	55.6	60.9		*	64.3		38.5	86.7	64.3	86.9	28

	NUMBER TESTED IN GRADE 4											
2009	0	37	9	43	1	7	21	0	23	23	46	10,032
2010	0	26	9	32	2	5	16	0	20	15	35	7,294
2011	0	19	9	23	0	2	14	0	13	15	28	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		4	1	5	*	1	4		3	2	5	1,264	46
	2010		4	4	8	*	*	7		5	3	8	744	35
	2011		6	4	9		*	5		8	2	10	908	28

	NUMBER TESTED IN GRADE 4											
2009	0	37	9	43	1	7	21	0	23	23	46	10,032
2010	0	26	9	32	2	5	16	0	20	15	35	7,294
2011	0	19	9	23	0	2	14	0	13	15	28	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	2.1	77.7	78.8	82.6	87.8
	2010	2.0	75.0	72.1	72.9	71.8
	2011	1.9	76.8	73.2	74.1	75.4

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		13.5	11.1	14.0	*	14.3	14.3		8.7	17.4	13.0	21.0	46
	2010		11.5	0.0	6.3	*	*	6.3		10.0	6.7	8.6	23.8	35
	2011		15.8	11.1	17.4		*	7.1		15.4	13.3	14.3	22.4	28

	NUMBER TESTED IN GRADE 4											
2009	0	37	9	43	1	7	21	0	23	23	46	10,032
2010	0	26	9	32	2	5	16	0	20	15	35	7,294
2011	0	19	9	23	0	2	14	0	13	15	28	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		50.0	35.3	41.7	*	22.2	19.0		31.6	55.0	43.6	75.9	39
	2010	*	37.5	*	40.0	*	*	31.0		30.4	50.0	40.4	81.4	47
	2011		51.6	60.0	47.5	42.9	57.1	36.7		57.1	37.5	50.0	80.9	44

	NUMBER TESTED IN GRADE 5											
2009	0	22	17	36	4	9	21	0	19	20	39	10,550
2010	1	40	5	45	5	4	29	0	23	24	47	10,576
2011	0	31	10	40	7	7	30	0	28	16	44	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		11	11	21	*	7	17		13	9	22	2,542	39
	2010	*	25	*	27	*	*	20		16	12	28	1,965	47
	2011		15	4	21	4	3	19		12	10	22	1,942	44

NUMBER TESTED IN GRADE 5													
2009	0	22	17	36	4	9	21	0	19	20	39	10,550	
2010	1	40	5	45	5	4	29	0	23	24	47	10,576	
2011	0	31	10	40	7	7	30	0	28	16	44	10,176	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	77.9	76.6	68.9	43.6
	2010	69.2	62.2	74.9	46.8
	2011	74.5	70.2	72.7	63.9

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		4.5	5.9	2.8	*	0.0	0.0		5.3	5.0	5.1	29.1	39
	2010	*	2.5	*	2.2	*	*	0.0		0.0	4.2	2.1	32.8	47
	2011		16.1	10.0	12.5	14.3	0.0	6.7		17.9	6.3	13.6	34.0	44

	NUMBER TESTED IN GRADES 5											
2009	0	22	17	36	4	9	21	0	19	20	39	10,550
2010	1	40	5	45	5	4	29	0	23	24	47	10,576
2011	0	31	10	40	7	7	30	0	28	16	44	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			90.9	90.9		90.9	90.9		85.7	*	90.9	89.4	11
	2010			81.3	81.3		81.3	70.0		88.9	71.4	81.3	84.5	16
	2011			85.7	85.7	*	85.7	85.7		88.9	*	85.7	87.2	14
4	2009			*	*		*	*		*	*	*	72.7	3
	2010			*	*		*	*		*		*	84.4	2
	2011			80.0	80.0		80.0	80.0		83.3	*	80.0	85.0	10
5	2009												79.7	0
	2010			*	*		*	*		*	*	*	80.3	5
	2011			*	*		*	*		*		*	86.3	1
ALL	2009			85.7	85.7		85.7	85.7		87.5	83.3	85.7	—	14
	2010			82.6	82.6		82.6	80.0		92.3	70.0	82.6	—	23
	2011			84.0	84.0	*	84.0	84.0		87.5	77.8	84.0	—	25

NUMBER TESTED IN GRADES ALL													
2009	0	0	14	14	0	14	14	0	8	6	14	—	
2010	0	0	23	23	0	23	15	0	13	10	23	—	
2011	0	0	25	25	1	25	25	0	16	9	25	—	

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			1	1		1	1		1	*	1	514	11
	2010			3	3		3	3		1	2	3	863	16
	2011			2	2	*	2	2		1	*	2	710	14
4	2009			*	*		*	*		*	*	*	268	3
	2010			*	*		*	*		*		*	651	2
	2011			2	2		2	2		1	*	2	755	10
5	2009												86	0
	2010			*	*		*	*		*	*	*	120	5
	2011			*	*		*	*		*		*	398	1
ALL	2009			2	2		2	2		1	1	2	—	14
	2010			4	4		4	3		1	3	4	—	23
	2011			4	4	*	4	4		2	2	4	—	25

NUMBER TESTED IN GRADES ALL													
2009	0	0	14	14	0	14	14	0	8	6	14	—	
2010	0	0	23	23	0	23	15	0	13	10	23	—	
2011	0	0	25	25	1	25	25	0	16	9	25	—	

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	81.8	85.7	90.9	79.5
	2010	70.8	73.2	84.4	69.5
	2011	81.4	77.6	78.6	75.0
4	2009	*	*	*	*
	2010	*	*	*	*
	2011	74.0	76.3	78.6	76.0
5	2009				
	2010	*	*	*	*
	2011	*	*	*	*
ALL	2009	77.6	80.7	78.6	76.1
	2010	70.4	75.4	81.9	69.8
	2011	78.3	77.9	78.9	75.8

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009			45.5	45.5		45.5	45.5		28.6	*	45.5	30.6	11
	2010			31.3	31.3		31.3	20.0		33.3	28.6	31.3	39.6	16
	2011			57.1	57.1	*	57.1	57.1		55.6	*	57.1	43.5	14
4	2009			*	*		*	*		*	*	*	21.1	3
	2010			*	*		*	*		*		*	34.4	2
	2011			30.0	30.0		30.0	30.0		0.0	*	30.0	38.5	10
5	2009												15.3	0
	2010			*	*		*	*		*	*	*	21.2	5
	2011			*	*		*	*		*		*	29.0	1
ALL	2009			35.7	35.7		35.7	35.7		25.0	50.0	35.7	—	14
	2010			30.4	30.4		30.4	26.7		38.5	20.0	30.4	—	23
	2011			44.0	44.0	*	44.0	44.0		31.3	66.7	44.0	—	25

NUMBER TESTED IN ALL GRADES													
2009	0	0	14	14	0	14	14	0	8	6	14	—	
2010	0	0	23	23	0	23	15	0	13	10	23	—	
2011	0	0	25	25	1	25	25	0	16	9	25	—	

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	3
	2010			*	*		*	*		*		*	93.7	2
	2011			100.0	100.0		100.0	100.0		100.0	*	100.0	93.2	10

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	3	3	0	3	3	0	1	2	3	981	
2010	0	0	2	2	0	2	2	0	2	0	2	4,216	
2011	0	0	10	10	0	10	10	0	6	4	10	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	3
	2010			*	*		*	*		*		*	266	2
	2011			0	0		0	0		0	*	0	346	10

NUMBER TESTED IN GRADE 4													
2009	0	0	3	3	0	3	3	0	1	2	3	981	
2010	0	0	2	2	0	2	2	0	2	0	2	4,216	
2011	0	0	10	10	0	10	10	0	6	4	10	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	*	*	*	*	*
	2011	2.0	85.0	91.3	93.8	83.8

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	3
	2010			*	*		*	*		*		*	30.4	2
	2011			0.0	0.0		0.0	0.0		0.0	*	0.0	27.7	10

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	3	3	0	3	3	0	1	2	3	981	
2010	0	0	2	2	0	2	2	0	2	0	2	4,216	
2011	0	0	10	10	0	10	10	0	6	4	10	5,054	

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

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the ITBS

Grade	Year	READING TOTAL (**READING PROFILE TOTAL)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009				54.4	0
	2010	53.8	94.7	78.1	61.2	32
	2011	56.3	90.0	75.0	63.3	36
1	2009	0.0	45.7	34.0	54.2	47
	2010	38.5	55.9	51.1	55.2	47
	2011	80.0	88.0	85.7	58.1	35
2	2009	5.6	73.9	43.9	47.9	41
	2010	16.7	40.0	22.8	48.6	57
	2011	15.2	64.3	29.8	50.7	47
5	2009					0
	2010					0
	2011	15.4	44.4	22.9	36.2	35
1-5	2009	3.3	56.9	38.6	51.0	88
	2010	21.8	51.0	35.6	51.9	104
	2011	24.6	72.9	44.4	47.2	117

Number Tested	2009	30	58	88	15,925	
	2010	68	68	136	20,252	
	2011	85	68	153	29,763	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009	46.9	73.1	58.6	52.8	58
	2010	51.9	95.0	70.2	51.2	47
	2011	50.0	85.0	63.0	56.8	54
1	2009	23.1	27.8	25.8	50.4	62
	2010	55.6	68.6	62.0	48.8	71
	2011	69.0	82.8	75.9	53.1	58
2	2009	27.3	73.9	46.4	53.2	56
	2010	42.3	58.8	46.4	54.6	69
	2011	46.6	60.0	49.3	56.8	73
5	2009					0
	2010					0
	2011	22.2	55.6	30.6	44.8	36
K-5	2009	33.0	54.1	43.2	52.3	176
	2010	48.7	73.6	58.3	51.5	187
	2011	47.3	75.3	56.6	53.3	221

Number Tested	2009	91	85	176	30,563	
	2010	115	72	187	40,163	
	2011	148	73	221	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		80.0	*	76.7	*		53.8		64.7	93.3	78.1	61.2	32
	2011	*	80.0	*	71.9	*	*	56.3		75.0	75.0	75.0	63.3	36
1	2009		35.7	*	30.2	*		0.0		20.7	55.6	34.0	54.2	47
	2010		52.5	42.9	50.0		*	38.5		37.5	65.2	51.1	55.2	47
	2011		90.3	*	84.8			80.0		83.3	88.2	85.7	58.1	35
2	2009		51.6	20.0	44.7	*	*	5.6		41.2	45.8	43.9	47.9	41
	2010		20.8	*	21.6	*		16.7		9.7	38.5	22.8	48.6	57
	2011		27.3	*	31.0	*	*	15.2		28.0	31.8	29.8	50.7	47
1-2	2009		42.5	20.0	37.0	*	*	3.3		28.3	50.0	38.6	51.0	88
	2010		34.4	45.5	34.4	*	*	21.8		21.8	51.0	35.6	51.9	104
	2011		53.3	50.0	54.7	*	*	30.2		51.2	56.4	53.7	54.4	82
5	2009													0
	2010													0
	2011		24.1	*	20.0	*	*	15.4		33.3	7.1	22.9	36.2	35
1-5	2009		42.5	20.0	37.0	*	*	3.3		28.3	50.0	38.6	51.0	88
	2010		34.4	45.5	34.4	*	*	21.8		21.8	51.0	35.6	51.9	104
	2011		45.2	40.0	44.8	*	*	24.6		45.3	43.4	44.4	47.2	117

Number Tested	2009	0	73	15	81	5	1	30	0	46	42	88	14,637
	2010	0	93	11	93	4	1	55	0	55	49	104	13,990
	2011	0	104	10	105	5	4	69	0	64	53	117	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		13	*	12	*		4		5	8	13	1,717	32
	2011	*	11	*	9	*	*	1		4	8	12	2,106	36
1	2009		5	*	4	*		0		2	3	5	1,659	47
	2010		7	2	8		*	0		3	6	9	1,729	47
	2011		14	*	15			3		6	9	15	1,963	35
2	2009		2	0	2	*	*	0		0	2	2	1,027	41
	2010		1	*	1	*		0		0	2	2	954	57
	2011		2	*	3	*	*	0		1	2	3	1,020	47
1-2	2009		7	0	6	*	*	0		2	5	7	2,688	88
	2010		8	3	9	*	*	0		3	8	11	2,683	104
	2011		16	2	18	*	*	3		7	11	18	2,983	82
5	2009													0
	2010													0
	2011		0	*	0	*	*	0		0	0	0	701	35
1-5	2009		7	0	6	*	*	0		2	5	7	2,688	88
	2010		8	3	9	*	*	0		3	8	11	2,683	104
	2011		16	2	18	*	*	3		7	11	18	3,694	117

Number Tested	2009	0	73	15	81	5	1	30	0	46	42	88	14,637
	2010	0	93	11	93	4	1	55	0	55	49	104	13,990
	2011	0	104	10	105	5	4	69	0	64	53	117	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		72.4	44.8	60.0		45.5	46.9		52.2	62.9	58.6	52.8	58
	2010		80.0	52.9	68.9	*	46.7	51.9		68.0	72.7	70.2	51.2	47
	2011	*	73.3	50.0	60.0	*	47.4	50.0		55.6	70.4	63.0	56.8	54
1	2009		22.5	31.8	25.9	*	37.5	23.1		17.9	39.1	25.8	50.4	62
	2010		60.5	63.6	59.1		68.0	55.6		57.1	66.7	62.0	48.8	71
	2011		87.1	61.5	75.0		59.1	69.0		75.0	76.7	75.9	53.1	58
2	2009		56.7	34.6	48.1	*	35.3	27.3		46.4	46.4	46.4	53.2	56
	2010		45.3	50.0	46.0	*	45.5	42.3		38.5	56.7	46.4	54.6	69
	2011		37.8	67.9	49.3	*	68.0	46.6		46.2	52.9	49.3	56.8	73
K-2	2009		47.5	37.7	44.2	*	40.0	33.0		35.6	51.2	43.2	52.3	176
	2010		58.7	57.6	56.9	*	56.9	48.7		52.5	64.8	58.3	51.5	187
	2011	*	62.3	60.5	60.7	*	59.1	52.9		57.4	65.9	61.6	55.6	185
5	2009													0
	2010													0
	2011		25.0	66.7	32.3	*	*	22.2		34.8	23.1	30.6	44.8	36
K-5	2009		47.5	37.7	44.2	*	40.0	33.0		35.6	51.2	43.2	52.3	176
	2010		58.7	57.6	56.9	*	56.9	48.7		52.5	64.8	58.3	51.5	187
	2011	*	54.5	61.0	56.4	0.0	59.2	47.3		53.0	60.6	56.6	53.3	221

Number Tested	2009	0	99	77	165	4	55	91	0	90	86	176	30,563
	2010	0	121	66	174	5	51	115	0	99	88	187	40,163
	2011	1	134	82	204	7	71	148	0	117	104	221	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		11	4	14		2	3		7	8	15	2,455	58
	2010		14	4	17	*	4	5		9	9	18	2,358	47
	2011	*	12	2	14	*	1	4		3	11	14	2,815	54
1	2009		2	2	4	*	2	2		2	2	4	1,577	62
	2010		9	10	16		6	6		6	13	19	2,266	71
	2011		13	7	20		6	8		11	10	21	2,716	58
2	2009		4	1	4	*	1	1		1	4	5	1,686	56
	2010		6	2	7	*	1	4		4	4	8	2,484	69
	2011		7	6	12	*	5	9		8	5	13	2,746	73
K-2	2009		17	7	22	*	5	6		10	14	24	5,718	176
	2010		29	16	40	*	11	15		19	26	45	7,108	187
	2011	*	32	15	46	*	12	21		22	26	48	8,277	185
5	2009													0
	2010													0
	2011		0	1	1	*	*	1		1	0	1	1,395	36
K-5	2009		17	7	22	*	5	6		10	14	24	5,718	176
	2010		29	16	40	*	11	15		19	26	45	7,108	187
	2011	*	32	16	47	0	13	22		23	26	49	9,696	221

Number Tested	2009	0	99	77	165	4	55	91	0	90	86	176	30,563
	2010	0	121	66	174	5	51	115	0	99	88	187	40,163
	2011	1	134	82	204	7	71	148	0	117	104	221	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		57.5	63.6	60.3	*	62.5	57.7		48.7	78.3	59.7	66.0	62
	2010		63.2	75.8	66.7		80.0	66.7		62.9	75.0	69.0	63.5	71
	2011		64.5	80.8	73.2		81.8	79.3		64.3	80.0	72.4	66.7	58
2	2009		66.7	65.4	65.4	*	64.7	57.6		60.7	71.4	66.1	60.9	56
	2010		56.6	50.0	55.6	*	54.5	51.9		46.2	66.7	55.1	61.4	69
	2011		37.8	75.0	52.2	*	76.0	51.7		48.7	55.9	52.1	62.0	73
1-2	2009		61.4	64.6	62.7	*	63.6	57.6		53.7	74.5	62.7	63.5	118
	2010		59.3	67.3	61.2	*	72.2	58.0		54.1	71.2	62.1	62.5	140
	2011		48.7	77.8	61.8	*	78.7	60.9		55.2	67.2	61.1	64.4	131
5	2009													0
	2010													0
	2011		46.4	50.0	38.7	*	*	48.1		43.5	46.2	44.4	48.6	36
1-5	2009		61.4	64.6	62.7	*	63.6	57.6		53.7	74.5	62.7	63.5	118
	2010		59.3	67.3	61.2	*	72.2	58.0		54.1	71.2	62.1	62.5	140
	2011		48.1	75.0	57.1	*	76.9	57.9		52.2	63.6	57.5	59.7	167

Number Tested	2009	0	70	48	110	4	33	59	0	67	51	118	27,480
	2010	0	91	49	129	4	36	88	0	74	66	140	26,937
	2011	0	104	60	154	5	52	114	0	90	77	167	38,176

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
1	2009		6	3	9	*	3	5		6	3	9	4,597	62
	2010		14	14	25		10	12		10	18	28	4,129	71
	2011		12	11	23		10	13		10	14	24	4,427	58
2	2009		7	8	14	*	4	8		8	7	15	3,822	56
	2010		12	2	12	*	1	10		5	9	14	3,776	69
	2011		5	13	17	*	12	16		8	10	18	3,810	73
1-2	2009		13	11	23	*	7	13		14	10	24	8,419	118
	2010		26	16	37	*	11	22		15	27	42	7,905	140
	2011		17	24	40	*	22	29		18	24	42	8,237	131
5	2009													0
	2010													0
	2011		1	0	1	*	*	1		0	1	1	1,416	36
1-5	2009		13	11	23	*	7	13		14	10	24	8,419	118
	2010		26	16	37	*	11	22		15	27	42	7,905	140
	2011		18	24	41	*	22	30		18	25	43	9,660	167

Number Tested	2009	0	70	48	110	4	33	59	0	67	51	118	27,480
	2010	0	91	49	129	4	36	88	0	74	66	140	26,937
	2011	0	104	60	154	5	52	114	0	90	77	167	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			95.2	95.2		95.2	95.2		100.0	92.9	95.2	88.6	21
	2010			80.0	80.0		80.0	78.6		87.5	71.4	80.0	89.3	15
	2011			72.2	72.2		72.2	72.2		63.6	85.7	72.2	90.9	18
1	2009			86.7	86.7		86.7	86.7		90.0	*	86.7	88.6	15
	2010			84.6	84.6		87.5	91.3		76.9	92.3	84.6	89.1	26
	2011			95.7	95.7		95.5	94.7		90.0	100.0	95.7	89.4	23
2	2009			93.8	93.3		93.8	93.8		100.0	*	93.8	94.0	16
	2010			91.7	91.7		90.9	90.0		87.5	*	91.7	93.8	12
	2011			92.0	91.7		91.7	91.7		84.6	100.0	92.0	94.9	25
K-2	2009			92.3	92.2		92.3	92.3		96.4	87.5	92.3	90.4	52
	2010			84.9	84.9		86.0	87.2		82.8	87.5	84.9	90.7	53
	2011			87.9	87.7		87.5	86.9		79.4	96.9	87.9	91.7	66
5	2009													0
	2010													0
	2011			*				*		*		*	93.5	1
K-5	2009			92.3	92.2		92.3	92.3		96.4	87.5	92.3	90.4	52
	2010			84.9	84.9		86.0	87.2		82.8	87.5	84.9	90.7	53
	2011			88.1	87.7		87.5	87.1		80.0	96.9	88.1	91.9	67

Number Tested	2009	0	0	52	51	0	52	52	0	28	24	52	19,076
	2010	0	0	53	53	0	50	47	0	29	24	53	19,041
	2011	0	0	67	65	0	64	62	0	35	32	67	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			10	10		10	10		2	8	10	3,525	21
	2010			8	8		8	7		5	3	8	3,523	15
	2011			10	10		10	10		4	6	10	3,964	18
1	2009			4	4		4	4		4	*	4	2,523	15
	2010			10	10		10	10		3	7	10	2,529	26
	2011			14	14		14	12		6	8	14	2,459	23
2	2009			2	2		2	2		1	*	2	2,909	16
	2010			7	7		7	6		4	*	7	3,040	12
	2011			13	12		12	12		6	7	13	3,227	25
K-2	2009			16	16		16	16		7	9	16	8,957	52
	2010			25	25		25	23		12	13	25	9,092	53
	2011			37	36		36	34		16	21	37	9,650	66
5	2009													0
	2010													0
	2011			*				*		*		*	856	1
K-5	2009			16	16		16	16		7	9	16	8,957	52
	2010			25	25		25	23		12	13	25	9,092	53
	2011			37	36		36	34		16	21	37	10,519	67

Number Tested	2009	0	0	52	51	0	52	52	0	28	24	52	19,076
	2010	0	0	53	53	0	50	47	0	29	24	53	19,041
	2011	0	0	67	65	0	64	62	0	35	32	67	21,141

PERFORMANCE IN 2011

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2011 Level	N	%	N	%	N	%	N	%	N	%
KN (19)	Beginning	6	31.6	12	63.2	18	94.7	18	94.7	18	94.7
	Intermediate	11	57.9	5	26.3	0	0.0	0	0.0	0	0.0
	Advanced	1	5.3	1	5.3	0	0.0	0	0.0	0	0.0
	Advanced High	1	5.3	1	5.3	1	5.3	1	5.3	1	5.3
1 (23)	Beginning	0	0.0	1	4.3	21	91.3	21	91.3	21	91.3
	Intermediate	6	26.1	11	47.8	2	8.7	2	8.7	2	8.7
	Advanced	17	73.9	11	47.8	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
2 (24)	Beginning	2	8.3	2	8.3	3	12.5	1	4.3	1	4.3
	Intermediate	8	33.3	5	20.8	15	62.5	10	43.5	10	43.5
	Advanced	9	37.5	12	50.0	3	12.5	7	30.4	7	30.4
	Advanced High	5	20.8	5	20.8	3	12.5	5	21.7	5	21.7
3 (14)	Beginning	2	14.3	2	14.3	3	21.4	2	14.3	2	14.3
	Intermediate	4	28.6	4	28.6	6	42.9	5	35.7	5	35.7
	Advanced	4	28.6	4	28.6	3	21.4	5	35.7	5	35.7
	Advanced High	4	28.6	4	28.6	2	14.3	2	14.3	2	14.3
4 (12)	Beginning	0	0.0	0	0.0	2	16.7	0	0.0	0	0.0
	Intermediate	6	50.0	6	50.0	4	33.3	3	25.0	3	25.0
	Advanced	4	33.3	3	25.0	6	50.0	4	33.3	6	50.0
	Advanced High	2	16.7	3	25.0	0	0.0	5	41.7	3	25.0

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	—	—	—	
20 <hr/> 2 (10.0%)	Beginning	18			
	Intermediate	2	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
20 <hr/> 16 (80.0%)	Beginning	1			
	Intermediate	6	3		
	Advanced	4	1	0	
	Advanced High	1	2	2	
14 <hr/> 6 (42.9%)	Beginning	2			
	Intermediate	1	4		
	Advanced	0	3	2	
	Advanced High	0	1	1	
11 <hr/> 6 (54.5%)	Beginning	0			
	Intermediate	1	2		
	Advanced	1	1	3	
	Advanced High	0	0	3	

PERFORMANCE IN 2011

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2011 Level	N	%	N	%	N	%	N	%	N	%
5 (7)	Beginning	0	0.0	0	0.0	1	14.3	0	0.0	0	0.0
	Intermediate	3	42.9	2	28.6	2	28.6	1	14.3	1	14.3
	Advanced	1	14.3	2	28.6	3	42.9	1	14.3	2	28.6
	Advanced High	3	42.9	3	42.9	1	14.3	5	71.4	4	57.1
ALL (99)	Beginning	10	10.1	17	17.2	48	48.5	42	42.9	42	42.9
	Intermediate	38	38.4	33	33.3	29	29.3	21	21.4	21	21.4
	Advanced	36	36.4	33	33.3	15	15.2	17	17.3	20	20.4
	Advanced High	15	15.2	16	16.2	7	7.1	18	18.4	15	15.3

PROGRESSION FROM
2010 TO 2011

Number Rated Both Years		2010 Level			
N (%) Progressed	2011 Level	Beg	Int	Adv	Adv High
<div>5</div> <div>5 (100.0%)</div>	Beginning	0			
	Intermediate	1	0		
	Advanced	0	2	0	
	Advanced High	0	0	2	
<div>71</div> <div>35 (49.3%)</div>	Beginning	22			
	Intermediate	11	9		
	Advanced	5	7	5	
	Advanced High	1	3	8	

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