

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 230

HARRY WITHERS

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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	36
KN	78
1	74
2	57
3	63
4	46
5	50
ALL	404

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	6	1.5	1	3.6
American Indian/Alaska Native	4	1.0	*	*
Asian/Hawaiian/Pacific Islander	1	0.2	*	*
Hispanic	317	78.5	14	50.0
White	73	18.1	13	46.4
Multiple	3	0.7	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	281	69.6
Economically disadvantaged	301	74.5
Limited English proficient (LEP)	221	54.7
Special education	33	8.2
Talented and Gifted (TAG)	51	12.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2009	65	3	4.6	0	0.0	0	0.0	61	93.8	1	1.5	—	—
	2010	66	2	3.0	0	0.0	2	3.0	62	93.9	0	0.0	—	—
	2011	36	0	0.0	0	0.0	0	0.0	34	94.4	2	5.6	0	0.0
KN	2009	54	2	3.7	2	3.7	0	0.0	41	75.9	9	16.7	—	—
	2010	76	1	1.3	0	0.0	0	0.0	51	67.1	24	31.6	—	—
	2011	78	1	1.3	2	2.6	1	1.3	51	65.4	21	26.9	2	2.6
1	2009	51	2	3.9	2	3.9	0	0.0	41	80.4	6	11.8	—	—
	2010	59	2	3.4	2	3.4	0	0.0	44	74.6	11	18.6	—	—
	2011	74	1	1.4	1	1.4	0	0.0	51	68.9	20	27.0	1	1.4
2	2009	53	0	0.0	0	0.0	1	1.9	46	86.8	6	11.3	—	—
	2010	55	1	1.8	0	0.0	1	1.8	45	81.8	8	14.5	—	—
	2011	57	1	1.8	1	1.8	0	0.0	43	75.4	12	21.1	0	0.0
3	2009	62	1	1.6	0	0.0	1	1.6	56	90.3	4	6.5	—	—
	2010	47	2	4.3	0	0.0	1	2.1	39	83.0	5	10.6	—	—
	2011	63	1	1.6	0	0.0	0	0.0	53	84.1	9	14.3	0	0.0
4	2009	48	2	4.2	0	0.0	0	0.0	43	89.6	3	6.3	—	—
	2010	56	1	1.8	0	0.0	1	1.8	51	91.1	3	5.4	—	—
	2011	46	1	2.2	0	0.0	0	0.0	40	87.0	5	10.9	0	0.0
5	2009	46	1	2.2	0	0.0	1	2.2	39	84.8	5	10.9	—	—
	2010	47	1	2.1	0	0.0	0	0.0	43	91.5	3	6.4	—	—
	2011	50	1	2.0	0	0.0	0	0.0	45	90.0	4	8.0	0	0.0
PK-5	2009	386	14	3.6	4	1.0	3	0.8	331	85.8	34	8.8	—	—
	2010	406	10	2.5	2	0.5	5	1.2	335	82.5	54	13.3	—	—
	2011	404	6	1.5	4	1.0	1	0.2	317	78.5	73	18.1	3	0.7

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	65	62	95.4	46	70.8	4	6.2	59	90.8	0	0.0	63	96.9	0.0
	2010	66	64	97.0	39	59.1	1	1.5	46	69.7	0	0.0	64	97.0	3.0
	2011	36	35	97.2	22	61.1	1	2.8	28	77.8	0	0.0	36	100.0	0.0
KN	2009	54	38	70.4	29	53.7	4	7.4	34	63.0	1	1.9	24	44.4	3.7
	2010	76	48	63.2	39	51.3	2	2.6	47	61.8	1	1.3	31	40.8	5.3
	2011	78	47	60.3	29	37.2	8	10.3	46	59.0	4	5.1	42	53.8	1.3
1	2009	51	36	70.6	31	60.8	4	7.8	34	66.7	9	17.6	3	5.9	2.0
	2010	59	45	76.3	31	52.5	5	8.5	36	61.0	6	10.2	5	8.5	3.4
	2011	74	48	64.9	37	50.0	4	5.4	50	67.6	9	12.2	4	5.4	2.7
2	2009	53	43	81.1	34	64.2	2	3.8	40	75.5	8	15.1	8	15.1	5.7
	2010	55	42	76.4	35	63.6	5	9.1	42	76.4	11	20.0	7	12.7	7.3
	2011	57	40	70.2	32	56.1	7	12.3	42	73.7	9	15.8	3	5.3	3.5
3	2009	62	44	71.0	40	64.5	7	11.3	46	74.2	6	9.7	4	6.5	9.7
	2010	47	39	83.0	27	57.4	1	2.1	36	76.6	7	14.9	2	4.3	2.1
	2011	63	51	81.0	39	61.9	6	9.5	48	76.2	11	17.5	7	11.1	7.9
4	2009	48	40	83.3	30	62.5	0	0.0	35	72.9	3	6.3	2	4.2	4.2
	2010	56	42	75.0	40	71.4	5	8.9	41	73.2	10	17.9	1	1.8	0.0
	2011	46	36	78.3	27	58.7	0	0.0	30	65.2	8	17.4	4	8.7	2.2
5	2009	46	34	73.9	27	58.7	2	4.3	28	60.9	14	30.4	3	6.5	0.0
	2010	47	36	76.6	33	70.2	2	4.3	35	74.5	6	12.8	3	6.4	0.0
	2011	50	44	88.0	35	70.0	7	14.0	37	74.0	10	20.0	3	6.0	0.0
PK-5	2009	386	302	78.2	237	61.4	30	7.8	276	71.5	41	10.6	113	29.3	3.9
	2010	406	316	77.8	244	60.1	21	5.2	283	69.7	41	10.1	113	27.8	3.2
	2011	404	301	74.5	221	54.7	33	8.2	281	69.6	51	12.6	99	24.5	2.7

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	54.7	13,515.0	53.0	96.8	12,939.1	95.7	4	7.3	22.3	54	11,501	98.7	85.1
	2010	76.4	13,234.2	73.1	95.7	12,616.4	95.3	6	7.9	21.7	69	11,233	90.4	84.9
	2011	76.8	13,210.6	74.4	96.8	12,645.0	95.7	6	7.8	21.5	74	11,602	96.3	87.8
1	2009	51.0	14,250.8	49.1	96.4	13,719.9	96.3	5	9.8	20.5	49	12,300	96.1	86.3
	2010	60.0	13,848.4	57.3	95.4	13,286.3	95.9	6	10.0	20.3	56	11,978	93.3	86.5
	2011	74.3	13,458.2	72.3	97.3	12,967.0	96.4	0	0.0	19.0	72	12,047	97.0	89.5
2	2009	53.1	13,950.1	51.7	97.3	13,499.0	96.8	9	16.9	18.5	49	12,231	92.2	87.7
	2010	54.6	13,440.8	52.6	96.4	12,947.4	96.3	7	12.8	19.2	50	11,794	91.6	87.7
	2011	54.4	13,012.8	52.6	96.8	12,592.7	96.8	5	9.2	17.1	52	11,853	95.6	91.1
3	2009	63.5	13,095.5	62.3	98.0	12,710.6	97.1	5	7.9	18.2	60	11,634	94.4	88.8
	2010	46.8	13,291.1	46.0	98.1	12,853.9	96.7	1	2.1	17.8	46	11,815	98.2	88.9
	2011	61.1	12,619.0	59.2	97.0	12,254.0	97.1	4	6.6	16.7	59	11,604	96.6	92.0
4	2009	46.7	12,156.4	45.6	97.6	11,789.9	97.0	6	12.8	17.9	43	10,731	92.1	88.3
	2010	55.8	12,299.7	54.2	97.2	11,900.0	96.8	1	1.8	17.3	55	10,987	98.5	89.3
	2011	44.9	12,506.4	44.0	98.0	12,149.9	97.1	0	0.0	15.7	46	11,544	100.0	92.3
5	2009	47.3	11,903.5	46.3	97.8	11,552.9	97.1	2	4.2	17.3	45	10,563	95.1	88.7
	2010	47.3	11,687.8	45.9	97.1	11,310.1	96.8	2	4.2	17.1	45	10,453	95.1	89.4
	2011	47.1	11,742.5	46.1	98.0	11,419.3	97.2	2	4.2	8.3	45	10,892	95.6	92.8
KN-5	2009	354.4	83,476.5	343.9	97.0	80,586.5	96.5	108	30.5	30.6	361	76,517	100.0	91.7
	2010	341.0	77,802.0	329.1	96.5	74,914.0	96.3	23	6.7	18.9	321	68,260	94.1	87.7
	2011	358.5	76,549.5	348.7	97.3	74,027.9	96.7	17	4.7	16.6	348	69,542	97.1	90.8

Teachers: 28

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	1	3.6
Hispanic	14	50.0
White	13	46.4
Multiple categories	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	25	89.3
Male	3	10.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	7.4	NA
2009-10	7.1	NA
2010-11	8.3	86.2

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	7.1
1	2	7.1
2	1	3.6
3	0	0.0
4	1	3.6
5	2	7.1
1-3	3	10.7
More than 3	23	82.1
1 - 5	6	21.4
6 - 10	7	25.0
11 - 20	8	28.6
More than 20	5	17.9

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009	*	*	100.0	100.0		*	*		100.0	100.0	100.0	87.3	19
	2010	*	*	81.8	83.3	*		77.8		100.0	77.8	89.5	85.4	19
	2011	66.7	*	75.9	76.9	*	56.3	62.5		70.0	73.7	71.8	82.0	39
4	2009	*	*	75.0	75.0		77.8	81.3		76.2	79.2	77.8	75.8	45
	2010	*	*	93.8	100.0	*	100.0	*		88.9	100.0	95.2	77.9	21
	2011	*	*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	78.6	25
5	2009	*	*	94.6	96.9	*	92.0	92.3		100.0	93.8	95.5	82.9	44
	2010	*	*	95.2	94.3	*	96.9	94.4		100.0	91.7	95.7	86.1	46
	2011	*	*	87.8	87.8	*	87.1	85.7		90.9	88.0	89.4	89.0	47
3-5	2009	100.0	*	86.8	87.2	*	85.2	87.3		87.5	89.7	88.9	81.5	108
	2010	100.0	*	92.8	92.9	*	97.4	90.0		97.6	91.1	94.2	83.4	86
	2011	83.3	*	86.5	86.7	50.0	79.6	79.7		85.5	85.7	85.6	83.6	111

	NUMBER TESTED IN GRADES 3-5											
2009	11	4	91	78	2	54	63	0	40	68	108	28,126
2010	11	4	69	56	3	39	30	0	41	45	86	24,751
2011	18	4	89	83	6	54	69	0	55	56	111	22,181

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009	*	*	0	0		*	*		0	0	0	960	19
	2010	*	*	2	2	*		2		0	2	2	1,039	19
	2011	3	*	7	6	*	7	9		6	5	11	1,214	39
4	2009	*	*	10	9		6	6		5	5	10	2,449	45
	2010	*	*	1	0	*	0	*		1	0	1	1,640	21
	2011	*	*	0	0		0	0		0	0	0	1,506	25
5	2009	*	*	2	1	*	2	2		0	2	2	1,793	44
	2010	*	*	2	2	*	1	1		0	2	2	1,427	46
	2011	*	*	5	5	*	4	5		2	3	5	919	47
3-5	2009	0	*	12	10	*	8	8		5	7	12	5,202	108
	2010	0	*	5	4	*	1	3		1	4	5	4,106	86
	2011	3	*	12	11	3	11	14		8	8	16	3,639	111

	NUMBER TESTED IN GRADES 3-5											
2009	11	4	91	78	2	54	63	0	40	68	108	28,126
2010	11	4	69	56	3	39	30	0	41	45	86	24,751
2011	18	4	89	83	6	54	69	0	55	56	111	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	89.8	91.0	96.5	96.1
	2010	85.3	86.5	75.4	85.5
	2011	75.0	77.7	81.6	76.3
4	2009	79.7	74.2	73.3	78.2
	2010	89.5	93.5	91.8	88.6
	2011	89.9	89.0	90.9	89.2
5	2009	85.5	89.2	90.9	83.7
	2010	87.6	85.6	85.1	77.8
	2011	83.8	80.3	87.8	83.3
3-5	2009	83.8	83.3	84.6	83.6
	2010	87.6	87.7	84.6	82.1
	2011	82.1	81.3	86.3	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)
3	2009	*	*	64.3	70.0		*	*		71.4	75.0	73.7	34.1	19
	2010	*	*	18.2	33.3	*		11.1		60.0	33.3	47.4	37.1	19
	2011	44.4	*	34.5	30.8	*	31.3	25.0		50.0	21.1	35.9	33.6	39
4	2009	*	*	7.5	11.1		3.7	6.3		19.0	12.5	15.6	18.4	45
	2010	*	*	37.5	44.4	*	14.3	*		55.6	41.7	47.6	19.4	21
	2011	*	*	52.6	43.8		71.4	50.0		69.2	41.7	56.0	27.7	25
5	2009	*	*	32.4	31.3	*	28.0	26.9		41.7	40.6	40.9	18.5	44
	2010	*	*	16.7	8.6	*	9.4	5.6		18.2	16.7	17.4	23.6	46
	2011	*	*	17.1	17.1	*	6.5	8.6		27.3	24.0	25.5	28.1	47
3-5	2009	81.8	*	26.4	26.9	*	14.8	17.5		35.0	36.8	36.1	22.7	108
	2010	72.7	*	21.7	19.6	*	10.3	10.0		36.6	26.7	31.4	26.2	86
	2011	61.1	*	30.3	26.5	0.0	22.2	20.3		45.5	26.8	36.0	29.7	111

	NUMBER TESTED IN GRADES 3-5											
2009	11	4	91	78	2	54	63	0	40	68	108	28,126
2010	11	4	69	56	3	39	30	0	41	45	86	24,751
2011	18	4	89	83	6	54	69	0	55	56	111	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	*	*	79.2	81.4	*	71.1	74.4		80.8	81.3	81.0	77.3	58
	2010	*	*	84.6	82.1	*	85.2	69.2		91.3	75.0	83.0	78.2	47
	2011	100.0	*	93.9	93.5	*	91.7	93.2		95.7	94.3	94.8	80.7	58
4	2009	*	*	97.5	97.2		96.3	96.9		95.2	100.0	97.8	79.4	45
	2010	*	*	91.7	92.5	*	89.2	82.4		92.9	92.0	92.5	81.8	53
	2011	*	*	97.5	97.2		100.0	96.7		100.0	95.7	97.8	82.6	46
5	2009	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	87.0	44
	2010	*	*	97.6	97.1	*	100.0	94.4		100.0	95.8	97.8	87.7	46
	2011	*	*	97.7	97.7	*	97.0	97.3		100.0	96.0	98.0	88.7	49
3-5	2009	100.0	*	90.8	91.9	*	86.7	88.1		89.8	93.2	91.8	81.0	147
	2010	100.0	*	91.5	90.4	*	91.7	83.3		94.5	87.7	91.1	82.3	146
	2011	100.0	*	96.2	96.0	100.0	95.8	95.5		98.6	95.2	96.7	83.9	153

	NUMBER TESTED IN GRADES 3-5											
2009	11	4	130	111	4	90	101	0	59	88	147	33,546
2010	11	4	129	114	4	96	48	0	73	73	146	34,834
2011	17	4	132	125	7	96	111	0	70	83	153	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	*	*	11	8	*	11	11		5	6	11	2,781	58
	2010	*	*	6	7	*	4	4		2	6	8	2,739	47
	2011	0	*	3	3	*	3	3		1	2	3	2,370	58
4	2009	*	*	1	1		1	1		1	0	1	2,196	45
	2010	*	*	4	3	*	4	3		2	2	4	2,101	53
	2011	*	*	1	1		0	1		0	1	1	2,100	46
5	2009	*	*	0	0	*	0	0		0	0	0	1,386	44
	2010	*	*	1	1	*	0	1		0	1	1	1,314	46
	2011	*	*	1	1	*	1	1		0	1	1	1,274	49
3-5	2009	0	*	12	9	*	12	12		6	6	12	6,363	147
	2010	0	*	11	11	*	8	8		4	9	13	6,154	146
	2011	0	*	5	5	0	4	5		1	4	5	5,744	153

	NUMBER TESTED IN GRADES 3-5											
2009	11	4	130	111	4	90	101	0	59	88	147	33,546
2010	11	4	129	114	4	96	48	0	73	73	146	34,834
2011	17	4	132	125	7	96	111	0	70	83	153	35,642

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2009	76.4	80.7	87.6	73.6	81.0	74.1
	2010	80.2	83.0	86.9	80.9	85.1	69.1
	2011	89.3	77.0	87.9	87.1	87.9	74.4
4	2009	97.0	93.0	88.1	89.6	94.4	88.9
	2010	90.9	91.6	78.0	87.4	92.5	84.7
	2011	90.7	85.4	89.1	84.1	91.8	79.6
5	2009	94.8	95.8	95.8	93.8	92.0	92.9
	2010	88.5	89.4	92.2	86.0	92.9	85.6
	2011	89.4	89.5	88.9	84.8	94.9	85.5
3-5	2009	88.2	89.0	90.2	84.5	88.4	84.3
	2010	86.7	88.2	85.3	84.9	90.2	80.0
	2011	89.8	83.5	88.6	85.4	91.3	79.5

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	*	*	34.0	32.6	*	28.9	27.9		30.8	40.6	36.2	29.0	58
	2010	*	*	28.2	28.2	*	25.9	7.7		43.5	16.7	29.8	21.3	47
	2011	50.0	*	24.5	21.7	*	22.2	18.2		43.5	17.1	27.6	24.4	58
4	2009	*	*	62.5	63.9		63.0	62.5		52.4	79.2	66.7	31.6	45
	2010	*	*	47.9	47.5	*	43.2	17.6		46.4	60.0	52.8	29.1	53
	2011	*	*	32.5	30.6		29.6	26.7		52.2	21.7	37.0	31.3	46
5	2009	*	*	81.1	84.4	*	76.0	73.1		91.7	81.3	84.1	38.4	44
	2010	*	*	54.8	57.1	*	53.1	44.4		59.1	50.0	54.3	34.5	46
	2011	*	*	58.1	55.8	*	54.5	51.4		58.3	64.0	61.2	32.5	49
3-5	2009	90.9	*	56.2	57.7	*	52.2	50.5		50.8	65.9	59.9	32.8	147
	2010	63.6	*	44.2	43.9	*	41.7	25.0		49.3	42.5	45.9	27.9	146
	2011	70.6	*	37.9	36.0	0.0	35.4	31.5		51.4	32.5	41.2	29.3	153

	NUMBER TESTED IN GRADES 3-5											
2009	11	4	130	111	4	90	101	0	59	88	147	33,546
2010	11	4	129	114	4	96	48	0	73	73	146	34,834
2011	17	4	132	125	7	96	111	0	70	83	153	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	*	*	81.0	81.6		79.3	82.4		66.7	92.3	80.9	87.4	47
	2010	*	*	100.0	*		*	*		100.0	100.0	100.0	89.8	15
	2011	*	*	92.3	90.0		*	*		100.0	88.9	94.7	86.9	19

	NUMBER TESTED IN GRADE 4											
2009	3	2	42	38	0	29	34	0	21	26	47	10,032
2010	3	1	10	5	0	1	1	0	7	8	15	7,294
2011	5	1	13	10	0	2	4	0	10	9	19	6,935

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009	*	*	8	7		6	6		7	2	9	1,264	47
	2010	*	*	0	*		*	*		0	0	0	744	15
	2011	*	*	1	1		*	*		0	1	1	908	19

	NUMBER TESTED IN GRADE 4											
2009	3	2	42	38	0	29	34	0	21	26	47	10,032
2010	3	1	10	5	0	1	1	0	7	8	15	7,294
2011	5	1	13	10	0	2	4	0	10	9	19	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	1.9	92.0	87.0	88.0	93.9
	2010	2.3	91.7	91.7	94.2	89.2
	2011	2.6	89.5	88.2	88.2	88.8

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	*	*	7.1	5.3		6.9	5.9		4.8	7.7	6.4	21.0	47
	2010	*	*	30.0	*		*	*		28.6	37.5	33.3	23.8	15
	2011	*	*	38.5	30.0		*	*		60.0	33.3	47.4	22.4	19

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	3	2	42	38	0	29	34	0	21	26	47	10,032	
2010	3	1	10	5	0	1	1	0	7	8	15	7,294	
2011	5	1	13	10	0	2	4	0	10	9	19	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	*	*	91.7	93.5	*	91.7	88.0		100.0	90.3	93.0	75.9	43
	2010	*	*	92.9	94.3	*	93.8	82.4		95.2	91.7	93.3	81.4	45
	2011	*	*	90.5	92.5	*	90.9	88.9		90.9	91.7	91.5	80.9	47

	NUMBER TESTED IN GRADE 5											
2009	5	1	36	31	2	24	25	0	12	31	43	10,550
2010	2	1	42	35	1	32	17	0	21	24	45	10,576
2011	4	1	42	40	5	33	36	0	22	24	47	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	*	*	3	2	*	2	3		0	3	3	2,542	43
	2010	*	*	3	2	*	2	3		1	2	3	1,965	45
	2011	*	*	4	3	*	3	4		2	2	4	1,942	47

NUMBER TESTED IN GRADE 5													
2009	5	1	36	31	2	24	25	0	12	31	43	10,550	
2010	2	1	42	35	1	32	17	0	21	24	45	10,576	
2011	4	1	42	40	5	33	36	0	22	24	47	10,176	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	94.6	94.1	88.9	77.3
	2010	89.7	91.9	93.3	81.0
	2011	86.4	87.7	89.6	90.8

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)
5	2009	*	*	38.9	38.7	*	37.5	32.0		66.7	41.9	48.8	29.1	43
	2010	*	*	50.0	51.4	*	43.8	23.5		57.1	41.7	48.9	32.8	45
	2011	*	*	35.7	35.0	*	33.3	30.6		36.4	45.8	40.4	34.0	47

	NUMBER TESTED IN GRADES 5											
2009	5	1	36	31	2	24	25	0	12	31	43	10,550
2010	2	1	42	35	1	32	17	0	21	24	45	10,576
2011	4	1	42	40	5	33	36	0	22	24	47	10,176

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009			91.7	93.3		91.4	91.4		94.1	89.5	91.7	89.4	36
	2010			84.6	84.6		84.0	*		81.8	86.7	84.6	84.5	26
	2011			80.0	80.0		80.0	80.0		*	93.8	80.0	87.2	20
4	2009			*	*		*	*		*		*	72.7	1
	2010			75.0	76.7	*	74.2	50.0		66.7	85.7	75.0	84.4	32
	2011			90.5	90.0		90.0	90.0		100.0	81.8	90.5	85.0	21
5	2009			*	*		*	*			*	*	79.7	1
	2010												80.3	0
	2011												86.3	0
ALL	2009			89.5	90.6		89.2	89.2		88.9	90.0	89.5	—	38
	2010			79.3	80.4	*	78.6	58.8		72.4	86.2	79.3	—	58
	2011			85.4	85.0		85.0	85.0		78.6	88.9	85.4	—	41

NUMBER TESTED IN GRADES ALL													
2009	0	0	38	32	0	37	37	0	18	20	38	—	
2010	0	0	58	56	1	56	17	0	29	29	58	—	
2011	0	0	41	40	0	40	40	0	14	27	41	—	

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			3	2		3	3		1	2	3	514	36
	2010			4	4		4	*		2	2	4	863	26
	2011			4	4		4	4		*	1	4	710	20
4	2009			*	*		*	*		*		*	268	1
	2010			8	7	*	8	7		6	2	8	651	32
	2011			2	2		2	2		0	2	2	755	21
5	2009			*	*		*	*			*	*	86	1
	2010												120	0
	2011												398	0
ALL	2009			4	3		4	4		2	2	4	—	38
	2010			12	11	*	12	7		8	4	12	—	58
	2011			6	6		6	6		3	3	6	—	41

NUMBER TESTED IN GRADES ALL													
2009	0	0	38	32	0	37	37	0	18	20	38	—	
2010	0	0	58	56	1	56	17	0	29	29	58	—	
2011	0	0	41	40	0	40	40	0	14	27	41	—	

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	78.7	84.9	87.0	72.2
	2010	75.1	83.5	76.9	79.8
	2011	76.7	77.1	83.3	75.0
4	2009	*	*	*	*
	2010	75.0	78.9	75.4	71.3
	2011	78.4	83.3	83.0	82.4
5	2009	*	*	*	*
	2010				
	2011				
ALL	2009	77.8	84.7	85.5	71.8
	2010	75.1	81.0	76.1	75.1
	2011	77.6	80.3	83.2	78.8

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			30.6	33.3		28.6	28.6		11.8	47.4	30.6	30.6	36
	2010			42.3	42.3		44.0	*		36.4	46.7	42.3	39.6	26
	2011			30.0	30.0		30.0	30.0		*	37.5	30.0	43.5	20
4	2009			*	*		*	*		*		*	21.1	1
	2010			21.9	20.0	*	22.6	7.1		16.7	28.6	21.9	34.4	32
	2011			33.3	35.0		30.0	30.0		40.0	27.3	33.3	38.5	21
5	2009			*	*		*	*			*	*	15.3	1
	2010												21.2	0
	2011												29.0	0
ALL	2009			28.9	31.3		27.0	27.0		11.1	45.0	28.9	—	38
	2010			31.0	30.4	*	32.1	5.9		24.1	37.9	31.0	—	58
	2011			31.7	32.5		30.0	30.0		28.6	33.3	31.7	—	41

NUMBER TESTED IN ALL GRADES													
2009	0	0	38	32	0	37	37	0	18	20	38	—	
2010	0	0	58	56	1	56	17	0	29	29	58	—	
2011	0	0	41	40	0	40	40	0	14	27	41	—	

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	1
	2010			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	93.7	36
	2011			96.3	96.2		96.0	96.2		100.0	92.9	96.3	93.2	27

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	1	1	0	1	1	0	1	0	1	981	
2010	0	0	36	33	1	35	15	0	19	17	36	4,216	
2011	0	0	27	26	0	25	26	0	13	14	27	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	1
	2010			0	0	*	0	0		0	0	0	266	36
	2011			1	1		1	1		0	1	1	346	27

NUMBER TESTED IN GRADE 4													
2009	0	0	1	1	0	1	1	0	1	0	1	981	
2010	0	0	36	33	1	35	15	0	19	17	36	4,216	
2011	0	0	27	26	0	25	26	0	13	14	27	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	2.6	84.7	89.2	86.5	85.4
	2011	2.3	88.0	87.0	88.0	85.2

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			*	*		*	*		*		*	20.4	1
	2010			44.4	45.5	*	42.9	26.7		15.8	76.5	44.4	30.4	36
	2011			22.2	23.1		20.0	19.2		7.7	35.7	22.2	27.7	27

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	1	1	0	1	1	0	1	0	1	981	
2010	0	0	36	33	1	35	15	0	19	17	36	4,216	
2011	0	0	27	26	0	25	26	0	13	14	27	5,054	

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009	*		*	*	85.7	*	83.3		*	*	85.7	87.7	7
	2010												81.1	0
	2011			*	*	*	*	*		*	*	*	81.7	2
4	2009												71.8	0
	2010			*	*	*	*	*		*		*	75.8	3
	2011												76.6	0
5	2009			*	*	*	*	*		*		*	80.3	1
	2010			*	*	*	*	*		*		*	93.9	1
	2011			*	*	*	*	*		*	*	*	95.1	4
3-5	2009	*		100.0	*	87.5	*	85.7		83.3	*	87.5	79.2	8
	2010			*	*	*	*	*		*		*	84.8	4
	2011			100.0	*	100.0	*	100.0		*	*	100.0	84.8	6

	NUMBER TESTED IN GRADES 3-5											
2009	1	0	6	4	8	4	7	0	6	2	8	1,867
2010	0	0	4	3	4	3	4	0	4	0	4	1,749
2011	0	0	6	5	6	5	6	0	4	2	6	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	*		*	*	1	*	1		*	*	1	60	7
	2010												96	0
	2011			*	*	*	*	*		*	*	*	69	2
4	2009												192	0
	2010			*	*	*	*	*		*		*	126	3
	2011												123	0
5	2009			*	*	*	*	*		*		*	137	1
	2010			*	*	*	*	*		*		*	44	1
	2011			*	*	*	*	*		*	*	*	26	4
3-5	2009	*		0	*	1	*	1		1	*	1	389	8
	2010			*	*	*	*	*		*		*	266	4
	2011			0	*	0	*	0		*	*	0	218	6

	NUMBER TESTED IN GRADES 3-5											
2009	1	0	6	4	8	4	7	0	6	2	8	1,867
2010	0	0	4	3	4	3	4	0	4	0	4	1,749
2011	0	0	6	5	6	5	6	0	4	2	6	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	76.9	92.9	71.4	73.8
	2010				
	2011	*	*	*	*
4	2009				
	2010	*	*	*	*
	2011				
5	2009	*	*	*	*
	2010	*	*	*	*
	2011	*	*	*	*
3-5	2009	79.8	93.8	75.0	77.1
	2010	*	*	*	*
	2011	82.8	83.3	69.4	76.3

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009	*		*	*	57.1	*	50.0		*	*	57.1	16.2	7
	2010												19.1	0
	2011			*	*	*	*	*		*	*	*	20.9	2
4	2009												8.9	0
	2010			*	*	*	*	*		*		*	15.2	3
	2011												13.7	0
5	2009			*	*	*	*	*		*		*	14.1	1
	2010			*	*	*	*	*		*		*	15.4	1
	2011			*	*	*	*	*		*	*	*	16.5	4
3-5	2009	*		66.7	*	62.5	*	57.1		50.0	*	62.5	12.7	8
	2010			*	*	*	*	*		*		*	16.4	4
	2011			33.3	*	33.3	*	33.3		*	*	33.3	16.6	6

	NUMBER TESTED IN GRADES 3-5											
2009	1	0	6	4	8	4	7	0	6	2	8	1,867
2010	0	0	4	3	4	3	4	0	4	0	4	1,749
2011	0	0	6	5	6	5	6	0	4	2	6	1,438

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	16.7	88.9	70.8	54.4	24
	2010	66.7	77.4	75.0	61.2	40
	2011	55.6	87.1	75.5	63.3	49
1	2009	*	85.7	82.4	54.2	17
	2010	16.7	83.3	70.0	55.2	30
	2011	80.0	91.7	87.2	58.1	39
2	2009	0.0	91.7	55.0	47.9	20
	2010	50.0	90.9	71.4	48.6	21
	2011	56.3	100.0	76.7	50.7	30
5	2009					0
	2010					0
	2011	28.9	100.0	43.8	36.2	48
1-5	2009	18.2	88.5	67.6	51.0	37
	2010	37.5	85.7	70.6	51.9	51
	2011	46.4	95.8	66.7	47.2	117

Number Tested	2009	17	44	61	15,925	
	2010	25	66	91	20,252	
	2011	87	79	166	29,763	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009	57.1	78.9	64.8	52.8	54
	2010	40.4	76.7	54.5	51.2	77
	2011	61.4	78.8	68.8	56.8	77
1	2009	33.3	87.5	72.7	50.4	22
	2010	31.4	75.0	49.2	48.8	59
	2011	52.0	91.7	64.9	53.1	74
2	2009	62.5	91.7	80.0	53.2	20
	2010	42.9	84.6	52.7	54.6	55
	2011	35.0	93.3	50.9	56.8	55
5	2009					0
	2010					0
	2011	54.1	90.0	61.7	44.8	47
K-5	2009	55.1	85.1	69.8	52.3	96
	2010	38.7	77.6	52.4	51.5	191
	2011	50.9	86.6	62.5	53.3	253

Number Tested	2009	49	47	96	30,563	
	2010	124	67	191	40,163	
	2011	171	82	253	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	100.0	*	50.0	36.4	*	*	16.7		66.7	83.3	70.8	54.4	24
	2010	91.7	*	50.0	42.9	*	*	66.7		86.4	61.1	75.0	61.2	40
	2011	95.0	*	68.2	63.2	*	*	55.6		87.5	64.0	75.5	63.3	49
1	2009	83.3	*	77.8	66.7	*	*	*		88.9	75.0	82.4	54.2	17
	2010	91.7	*	50.0	46.7	*	*	16.7		80.0	50.0	70.0	55.2	30
	2011	85.0	*	88.2	86.7	*	*	80.0		91.3	81.3	87.2	58.1	39
2	2009	83.3		38.5	33.3	*	*	0.0		70.0	40.0	55.0	47.9	20
	2010	77.8	*	70.0	66.7	*	*	50.0		66.7	77.8	71.4	48.6	21
	2011	91.7	*	62.5	53.3	*	*	56.3		71.4	88.9	76.7	50.7	30
1-2	2009	83.3	*	54.5	44.4	*	*	18.2		78.9	55.6	67.6	51.0	37
	2010	85.7	*	58.3	54.2	*	*	37.5		75.0	63.2	70.6	51.9	51
	2011	87.5	*	75.8	70.0	42.9	14.3	67.7		81.8	84.0	82.6	54.4	69
5	2009													0
	2010													0
	2011	*	*	39.5	37.2	0.0	30.6	28.9		36.0	52.2	43.8	36.2	48
1-5	2009	83.3	*	54.5	44.4	*	*	18.2		78.9	55.6	67.6	51.0	37
	2010	85.7	*	58.3	54.2	*	*	37.5		75.0	63.2	70.6	51.9	51
	2011	86.1	*	55.3	50.7	21.4	27.9	46.4		65.2	68.8	66.7	47.2	117

Number Tested	2009	12	1	22	18	5	3	11	0	19	18	37	14,637
	2010	21	3	24	24	5	4	16	0	32	19	51	13,990
	2011	36	3	76	73	14	43	69	0	69	48	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	6	*	2	1	*	*	1		8	2	10	304	24
	2010	11	*	2	1	*	*	2		11	2	13	1,717	40
	2011	10	*	3	1	*	*	1		7	6	13	2,106	49
1	2009	4	*	5	2	*	*	*		5	4	9	1,659	17
	2010	9	*	2	3	*	*	0		12	1	13	1,729	30
	2011	11	*	6	3	*	*	5		14	5	19	1,963	39
2	2009	5		1	1	*	*	0		4	3	7	1,027	20
	2010	4	*	1	0	*	*	0		4	1	5	954	21
	2011	7	*	3	2	*	*	1		10	1	11	1,020	30
1-2	2009	9	*	6	3	*	*	0		9	7	16	2,688	37
	2010	13	*	3	3	*	*	0		16	2	18	2,683	51
	2011	18	*	9	5	1	0	6		24	6	30	2,983	69
5	2009													0
	2010													0
	2011	*	*	0	0	0	0	0		2	0	2	701	48
1-5	2009	9	*	6	3	*	*	0		9	7	16	2,688	37
	2010	13	*	3	3	*	*	0		16	2	18	2,683	51
	2011	20	*	9	5	1	0	6		26	6	32	3,694	117

Number Tested	2009	12	1	22	18	5	3	11	0	19	18	37	14,637
	2010	21	3	24	24	5	4	16	0	32	19	51	13,990
	2011	36	3	76	73	14	43	69	0	69	48	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	100.0	*	57.1	55.3	*	55.2	57.1		60.0	73.7	64.8	52.8	54
	2010	86.4	*	41.5	40.0	*	38.5	40.4		61.5	47.4	54.5	51.2	77
	2011	85.0	*	64.0	63.8	42.9	69.0	61.4		77.5	59.5	68.8	56.8	77
1	2009	100.0	*	58.3	60.0	*	*	33.3		90.9	54.5	72.7	50.4	22
	2010	91.7	*	37.2	38.6	*	30.0	31.4		53.7	38.9	49.2	48.8	59
	2011	95.0	*	51.0	50.0	*	40.5	52.0		76.3	52.8	64.9	53.1	74
2	2009	100.0		69.2	66.7	*	*	62.5		100.0	60.0	80.0	53.2	20
	2010	88.9	*	43.2	46.3	*	41.2	42.9		57.7	48.3	52.7	54.6	55
	2011	83.3	*	41.5	39.5	0.0	30.0	35.0		51.3	50.0	50.9	56.8	55
K-2	2009	100.0	*	59.7	58.3	66.7	51.5	55.1		73.2	65.0	69.8	52.3	96
	2010	88.4	*	40.7	41.5	36.4	36.9	38.7		57.5	45.9	52.4	51.5	191
	2011	88.5	*	52.8	51.9	41.2	45.8	50.0		68.4	55.1	62.6	55.6	206
5	2009													0
	2010													0
	2011	*	*	57.1	58.5	14.3	54.3	54.1		64.0	59.1	61.7	44.8	47
K-5	2009	100.0	*	59.7	58.3	66.7	51.5	55.1		73.2	65.0	69.8	52.3	96
	2010	88.4	*	40.7	41.5	36.4	36.9	38.7		57.5	45.9	52.4	51.5	191
	2011	89.3	*	53.8	53.4	33.3	48.1	50.9		67.6	55.9	62.5	53.3	253

Number Tested	2009	21	3	67	60	9	33	49	0	56	40	96	30,563
	2010	43	5	140	135	11	103	124	0	106	85	191	40,163
	2011	56	5	184	174	24	131	171	0	142	111	253	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	7	*	7	7	*	5	5		9	7	16	2,455	54
	2010	10	*	5	3	*	2	3		9	6	15	2,358	77
	2011	10	*	2	0	0	0	2		10	5	15	2,815	77
1	2009	4	*	1	0	*	*	0		3	2	5	1,577	22
	2010	8	*	10	10	*	5	7		16	3	19	2,266	59
	2011	14	*	7	6	*	4	7		18	5	23	2,716	74
2	2009	5		2	2	*	*	0		5	3	8	1,686	20
	2010	5	*	3	3	*	2	2		6	2	8	2,484	55
	2011	7	*	4	3	0	2	4		11	1	12	2,746	55
K-2	2009	16	*	10	9	1	5	5		17	12	29	5,718	96
	2010	23	*	18	16	2	9	12		31	11	42	7,108	191
	2011	31	*	13	9	1	6	13		39	11	50	8,277	206
5	2009													0
	2010													0
	2011	*	*	9	8	0	6	6		6	5	11	1,395	47
K-5	2009	16	*	10	9	1	5	5		17	12	29	5,718	96
	2010	23	*	18	16	2	9	12		31	11	42	7,108	191
	2011	33	*	22	17	1	12	19		45	16	61	9,696	253

Number Tested	2009	21	3	67	60	9	33	49	0	56	40	96	30,563
	2010	43	5	140	135	11	103	124	0	106	85	191	40,163
	2011	56	5	184	174	24	131	171	0	142	111	253	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	83.3	*	61.0	58.3	*	64.5	61.8		73.9	57.1	64.7	66.0	51
	2010	83.3	*	52.4	53.5	*	44.8	47.1		67.5	44.4	60.3	63.5	58
	2011	100.0	*	68.6	66.7	*	59.5	70.0		84.2	72.2	78.4	66.7	74
2	2009	100.0		51.1	52.4	*	45.5	48.7		69.6	48.3	57.7	60.9	52
	2010	55.6	*	40.9	43.9	*	38.2	35.7		50.0	37.9	43.6	61.4	55
	2011	66.7	*	40.0	35.1	*	27.6	30.8		47.4	43.8	46.3	62.0	54
1-2	2009	91.7	*	55.8	55.1	66.7	54.7	54.8		71.7	52.6	61.2	63.5	103
	2010	71.4	*	46.5	48.8	37.5	41.3	40.8		60.6	40.4	52.2	62.5	113
	2011	87.5	*	56.0	52.9	44.4	45.5	52.8		65.8	63.5	64.8	64.4	128
5	2009													0
	2010													0
	2011	*	*	67.4	69.0	14.3	66.7	65.8		72.0	65.2	68.8	48.6	48
1-5	2009	91.7	*	55.8	55.1	66.7	54.7	54.8		71.7	52.6	61.2	63.5	103
	2010	71.4	*	46.5	48.8	37.5	41.3	40.8		60.6	40.4	52.2	62.5	113
	2011	86.1	*	59.7	58.3	31.3	52.9	56.7		67.3	64.0	65.9	59.7	176

Number Tested	2009	12	2	86	78	6	64	73	0	46	57	103	27,480
	2010	21	3	86	84	8	63	76	0	66	47	113	26,937
	2011	36	3	134	127	16	102	127	0	101	75	176	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	4	*	10	7	*	9	10		7	7	14	4,597	51
	2010	6	*	11	12	*	9	10		15	3	18	4,129	58
	2011	14	*	15	13	*	8	14		19	12	31	4,427	74
2	2009	5		9	9	*	4	6		10	5	15	3,822	52
	2010	2	*	7	7	*	6	6		5	4	9	3,776	55
	2011	7	*	4	4	*	3	4		9	2	11	3,810	54
1-2	2009	9	*	19	16	2	13	16		17	12	29	8,419	103
	2010	8	*	18	19	2	15	16		20	7	27	7,905	113
	2011	21	*	19	17	1	11	18		28	14	42	8,237	128
5	2009													0
	2010													0
	2011	*	*	9	9	0	8	8		5	6	11	1,416	48
1-5	2009	9	*	19	16	2	13	16		17	12	29	8,419	103
	2010	8	*	18	19	2	15	16		20	7	27	7,905	113
	2011	23	*	28	26	1	19	26		33	20	53	9,660	176

Number Tested	2009	12	2	86	78	6	64	73	0	46	57	103	27,480
	2010	21	3	86	84	8	63	76	0	66	47	113	26,937
	2011	36	3	134	127	16	102	127	0	101	75	176	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			92.6	92.0	*	92.0	92.3		93.3	91.7	92.6	88.6	27
	2010			92.3	94.4		94.6	94.7		88.9	95.2	92.3	89.3	39
	2011			96.3	96.3	*	96.3	96.2		93.3	100.0	96.3	90.9	27
1	2009			96.4	96.0		96.4	96.3		100.0	94.1	96.4	88.6	28
	2010			89.7	89.7	*	88.9	89.7		85.7	100.0	89.7	89.1	29
	2011			82.4	81.8		82.9	82.9		66.7	95.0	82.9	89.4	35
2	2009			97.0	96.8		96.9	96.9		92.9	100.0	97.0	94.0	33
	2010			97.1	96.9	*	97.0	96.9		100.0	95.0	97.1	93.8	34
	2011			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	94.9	24
K-2	2009			95.5	95.1	*	95.3	95.3		95.0	95.8	95.5	90.4	88
	2010			93.1	93.8	*	93.8	93.9		90.6	95.9	93.1	90.7	102
	2011			91.8	91.5	*	91.9	91.7		87.2	97.4	91.9	91.7	86

Number Tested	2009	0	0	88	81	2	85	85	0	40	48	88	19,076
	2010	0	0	102	97	4	97	99	0	53	49	102	19,041
	2011	0	0	85	82	4	86	84	0	47	39	86	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			12	10	*	11	11		6	6	12	3,525	27
	2010			16	15		16	16		6	10	16	3,523	39
	2011			17	17	*	17	16		10	7	17	3,964	27
1	2009			7	6		7	7		2	5	7	2,523	28
	2010			4	4	*	4	4		3	1	4	2,529	29
	2011			12	12		12	12		4	8	12	2,459	35
2	2009			18	18		18	18		6	12	18	2,909	33
	2010			13	13	*	12	11		4	9	13	3,040	34
	2011			6	5	*	6	6		4	2	6	3,227	24
K-2	2009			37	34	*	36	36		14	23	37	8,957	88
	2010			33	32	*	32	31		13	20	33	9,092	102
	2011			35	34	*	35	34		18	17	35	9,650	86

Number Tested	2009	0	0	88	81	2	85	85	0	40	48	88	19,076
	2010	0	0	102	97	4	97	99	0	53	49	102	19,041
	2011	0	0	85	82	4	86	84	0	47	39	86	21,141

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2010		Level 2 in 2010		Level 3 in 2010		Levels 1-3 in 2010	
	Number Tested Both Years	Percentage Improved in 2011	Number Tested Both Years	Percentage Improved in 2011	Number Tested Both Years	Percentage Improved in 2011	Number Tested Both Years	Percentage Improved in 2011
4	0	-	1	0.0	17	58.8	18	55.6
ALL	0	-	1	0.0	17	58.8	18	55.6

PERFORMANCE IN 2011

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2011 Level	N	%	N	%	N	%	N	%	N	%
KN (30)	Beginning	15	50.0	19	63.3	27	90.0	26	86.7	26	86.7
	Intermediate	9	30.0	7	23.3	0	0.0	1	3.3	1	3.3
	Advanced	4	13.3	2	6.7	1	3.3	1	3.3	1	3.3
	Advanced High	2	6.7	2	6.7	2	6.7	2	6.7	2	6.7
1 (37)	Beginning	4	10.8	6	16.2	15	40.5	14	37.8	14	37.8
	Intermediate	22	59.5	20	54.1	17	45.9	16	43.2	16	43.2
	Advanced	7	18.9	9	24.3	4	10.8	5	13.5	5	13.5
	Advanced High	4	10.8	2	5.4	1	2.7	2	5.4	2	5.4
2 (32)	Beginning	2	6.3	2	6.3	4	12.5	3	9.7	3	9.7
	Intermediate	8	25.0	6	18.8	14	43.8	10	32.3	10	32.3
	Advanced	14	43.8	16	50.0	9	28.1	9	29.0	9	29.0
	Advanced High	8	25.0	8	25.0	5	15.6	9	29.0	9	29.0
3 (36)	Beginning	0	0.0	0	0.0	5	13.9	0	0.0	0	0.0
	Intermediate	3	8.3	10	27.8	19	52.8	9	25.0	9	25.0
	Advanced	16	44.4	11	30.6	6	16.7	14	38.9	14	38.9
	Advanced High	17	47.2	15	41.7	6	16.7	13	36.1	13	36.1
4 (27)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	3.7	1	3.7	1	3.7	1	3.7
	Advanced	1	3.7	6	22.2	12	44.4	9	33.3	9	33.3
	Advanced High	26	96.3	20	74.1	14	51.9	17	63.0	17	63.0

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	—	—	—	
37 <hr/> 22 (59.5%)	Beginning	14			
	Intermediate	16	0		
	Advanced	3	1	1	
	Advanced High	0	0	2	
30 <hr/> 26 (86.7%)	Beginning	3			
	Intermediate	9	1		
	Advanced	4	4	0	
	Advanced High	0	5	4	
34 <hr/> 19 (55.9%)	Beginning	0			
	Intermediate	1	8		
	Advanced	1	4	7	
	Advanced High	0	3	10	
26 <hr/> 19 (73.1%)	Beginning	0			
	Intermediate	0	1		
	Advanced	1	2	6	
	Advanced High	0	2	14	

PERFORMANCE IN 2011

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2011 Level	N	%	N	%	N	%	N	%	N	%
5 (35)	Beginning	0	0.0	0	0.0	2	6.3	0	0.0	0	0.0
	Intermediate	15	46.9	15	46.9	8	25.0	1	2.9	0	0.0
	Advanced	9	28.1	10	31.3	14	43.8	7	20.6	13	41.9
	Advanced High	8	25.0	7	21.9	8	25.0	26	76.5	18	58.1
ALL (197)	Beginning	21	10.8	27	13.9	53	27.3	43	22.1	43	22.4
	Intermediate	57	29.4	59	30.4	59	30.4	38	19.5	37	19.3
	Advanced	51	26.3	54	27.8	46	23.7	45	23.1	51	26.6
	Advanced High	65	33.5	54	27.8	36	18.6	69	35.4	61	31.8

PROGRESSION FROM
2010 TO 2011

Number Rated Both Years		2010 Level			
N (%) Progressed	2011 Level	Beg	Int	Adv	Adv High
<div>31</div> <div>27 (87.1%)</div>	Beginning	0			
	Intermediate	0	0		
	Advanced	0	9	4	
	Advanced High	0	1	17	
<div>158</div> <div>113 (71.5%)</div>	Beginning	17			
	Intermediate	26	10		
	Advanced	9	20	18	
	Advanced High	0	11	47	

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