

DATA PACKET

for 2011-12 planning

Statistics based on incoming students

School Number 301

WILMER HUTCHINS ELEMENTARY



Dallas
Independent
School
District

Evaluation & Accountability
Data Analysis, Reporting, and Research Services

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2. Contents Table of Contents

STUDENTS AND STAFF

- 5. Summary Summary of Student and Teacher Statistics
- 7. Enrollment (2) Enrollment Statistics by Select Student Group

TAKS / TAKS (ACCOMMODATED)

- 9. TAKS Read TAKS/TAKS(Acc) Reading
- 17. TAKS Writing TAKS/TAKS(Acc) Writing
- 25. TAKS (SP) Writing ... Spanish TAKS/TAKS(Acc) Writing

TAKS-MODIFIED

- 29. TAKS-M Read TAKS-M Reading/ELA
- 37. TAKS-M Writing TAKS-M Writing

ITBS / LOGRAMOS

- 42. ITBS Read ITBS Reading
- 48. LOG Read Logramos Reading

ENGLISH PROFICIENCY

- 50. TELPAS Texas English Language Proficiency Assessment System

3. Notes Notes and Data Descriptions

- 6. Enrollment (1) Enrollment Statistics by Ethnicity
- 8. Attendance Student Attendance Statistics

- 13. TAKS Math TAKS/TAKS(Acc) Mathematics
- 21. TAKS (SP) Read Spanish TAKS/TAKS(Acc) Reading

33. TAKS-M Math TAKS-M Mathematics

44. ITBS Math ITBS Mathematics

Data Packets for Incoming Students at New or Reconstituted Schools

- Statistics computed using 2011-12 student enrollment in new or reconstituted schools as of August 8, 2011. Student data from the 2010-11 school year (grade level, attendance, demographics, test scores, etc.) are used with their 2011-12 location to compute statistics for new schools.

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.

ENROLLMENT

- 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.”

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 (2010-11)	Enrollment
PK	55
KN	76
1	76
2	87
3	94
4	98
10	1
ALL	487

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	247	50.7		
American Indian/Alaska Native	3	0.6		
Asian/Hawaiian/Pacific Islander	1	0.2		
Hispanic	218	44.8		
White	11	2.3		
Multiple	7	1.4		
Other* (teachers only)	—	—		
Not reported (students only)	0	0.0		

* Teacher statistics not available for new schools.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	284	58.3
Economically disadvantaged	468	96.1
Limited English proficient (LEP)	155	31.8
Special education	30	6.2
Talented and Gifted (TAG)	48	9.9

Grade (2010-11)	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2009												—	—
	2010												—	—
	2011	55	23	41.8	0	0.0	0	0.0	32	58.2	0	0.0	0	0.0
KN	2009												—	—
	2010												—	—
	2011	76	37	48.7	0	0.0	0	0.0	37	48.7	0	0.0	2	2.6
1	2009												—	—
	2010												—	—
	2011	76	44	57.9	2	2.6	0	0.0	28	36.8	1	1.3	1	1.3
2	2009												—	—
	2010												—	—
	2011	87	47	54.0	1	1.1	0	0.0	33	37.9	5	5.7	1	1.1
3	2009												—	—
	2010												—	—
	2011	94	49	52.1	0	0.0	1	1.1	43	45.7	1	1.1	0	0.0
4	2009												—	—
	2010												—	—
	2011	98	46	46.9	0	0.0	0	0.0	45	45.9	4	4.1	3	3.1
PK-5	2009												—	—
	2010												—	—
	2011	486	246	50.6	3	0.6	1	0.2	218	44.9	11	2.3	7	1.4

Enrollment (2)

Enrollment Statistics by Select Student Group

Grade (2010-11)	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	
PK	2009														
	2010														
	2011	55	53	96.4	23	41.8	0	0.0	25	45.5	0	0.0	54	98.2	1.8
KN	2009														
	2010														
	2011	76	73	96.1	24	31.6	2	2.6	40	52.6	2	2.6	31	40.8	0.0
1	2009														
	2010														
	2011	76	71	93.4	17	22.4	4	5.3	40	52.6	5	6.6	14	18.4	7.9
2	2009														
	2010														
	2011	87	84	96.6	27	31.0	5	5.7	65	74.7	12	13.8	16	18.4	11.5
3	2009														
	2010														
	2011	94	92	97.9	32	34.0	7	7.4	62	66.0	7	7.4	11	11.7	6.4
4	2009														
	2010														
	2011	98	94	95.9	32	32.7	12	12.2	51	52.0	22	22.4	9	9.2	2.0
PK-5	2009														
	2010														
	2011	486	467	96.1	155	31.9	30	6.2	283	58.2	48	9.9	135	27.8	5.1

Grade (2010-11)	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		13,515.0			12,939.1	95.7			22.3		11,501		85.1
	2010		13,234.2			12,616.4	95.3			21.7		11,233		84.9
	2011	70.0	13,210.6	66.7	95.3	12,645.0	95.7	8	11.4	21.5	60	11,602	85.8	87.8
1	2009		14,250.8			13,719.9	96.3			20.5		12,300		86.3
	2010		13,848.4			13,286.3	95.9			20.3		11,978		86.5
	2011	68.5	13,458.2	66.0	96.3	12,967.0	96.4	7	10.2	19.0	58	12,047	84.6	89.5
2	2009		13,950.1			13,499.0	96.8			18.5		12,231		87.7
	2010		13,440.8			12,947.4	96.3			19.2		11,794		87.7
	2011	82.0	13,012.8	79.1	96.5	12,592.7	96.8	6	7.3	17.1	72	11,853	87.8	91.1
3	2009		13,095.5			12,710.6	97.1			18.2		11,634		88.8
	2010		13,291.1			12,853.9	96.7			17.8		11,815		88.9
	2011	86.5	12,619.0	83.3	96.3	12,254.0	97.1	9	10.4	16.6	76	11,604	87.8	92.0
4	2009		12,156.4			11,789.9	97.0			17.9		10,731		88.3
	2010		12,299.7			11,900.0	96.8			17.3		10,987		89.3
	2011	93.2	12,506.4	90.4	96.9	12,149.9	97.1	9	9.7	15.7	86	11,544	92.2	92.3
KN-5	2009		83,476.5			80,586.5	96.5			30.6		76,517		91.7
	2010		77,802.0			74,914.0	96.3			18.9		68,260		87.7
	2011	400.3	76,549.5	385.5	96.3	74,027.9	96.7	39	9.7	16.5	352	69,542	87.9	90.8

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													0
	2010													0
	2011	*	91.9	85.7	90.2		83.3	83.3		88.2	94.7	90.6	82.0	53
4	2009													0
	2010													0
	2011	*	90.0	63.2	82.0	*	55.6	63.6		76.7	88.6	83.1	78.6	65
3-5	2009													0
	2010													0
	2011	*	90.9	72.7	85.7	*	66.7	75.0		82.8	90.7	86.4	83.6	118

NUMBER TESTED IN GRADES 3-5														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011	4	77	33	112	4	15	52	0	64	54	118	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
	2010													0
	2011	*	3	2	5		1	5		4	1	5	1,214	53
4	2009													0
	2010													0
	2011	*	4	7	11	*	4	8		7	4	11	1,506	65
3-5	2009													0
	2010													0
	2011	*	7	9	16	*	5	13		11	5	16	3,639	118

NUMBER TESTED IN GRADES 3-5														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011	4	77	33	112	4	15	52	0	64	54	118	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				
	2010				
	2011	80.5	79.0	84.6	80.0
4	2009				
	2010				
	2011	80.0	80.0	81.1	77.7
3-5	2009				
	2010				
	2011	80.2	79.5	82.7	78.7

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009													0
	2010													0
	2011	*	21.6	35.7	23.5		33.3	16.7		17.6	42.1	26.4	33.6	53
4	2009													0
	2010													0
	2011	*	32.5	5.3	27.9	*	11.1	13.6		26.7	28.6	27.7	27.7	65
3-5	2009													0
	2010													0
	2011	*	27.3	18.2	25.9	*	20.0	15.4		21.9	33.3	27.1	29.7	118

NUMBER TESTED IN GRADES 3-5														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011	4	77	33	112	4	15	52	0	64	54	118	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													0
	2010													0
	2011	*	84.6	88.9	86.4	*	89.5	82.2		82.1	93.1	86.8	80.7	68
4	2009													0
	2010													0
	2011	*	84.6	95.1	90.2	83.3	93.3	88.1		90.2	91.1	90.7	82.6	86
3-5	2009													0
	2010													0
	2011	*	84.6	92.6	88.5	75.0	91.8	85.1		86.3	91.9	89.0	83.9	154

NUMBER TESTED IN GRADES 3-5													
2009	0	0	0	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0	0	0	0
2011	4	78	68	148	8	49	87	0	80	74	154	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													0
	2010													0
	2011	*	6	3	9	*	2	8		7	2	9	2,370	68
4	2009													0
	2010													0
	2011	*	6	2	8	1	2	5		4	4	8	2,100	86
3-5	2009													0
	2010													0
	2011	*	12	5	17	2	4	13		11	6	17	5,744	154

NUMBER TESTED IN GRADES 3-5														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011	4	78	68	148	8	49	87	0	80	74	154	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						
	2010						
	2011	83.1	77.7	85.3	78.9	84.2	72.1
4	2009						
	2010						
	2011	86.4	89.5	82.9	80.0	80.5	76.9
3-5	2009						
	2010						
	2011	84.9	84.3	84.0	79.5	82.1	74.8

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													0
	2010													0
	2011	*	17.9	33.3	24.2	*	26.3	17.8		25.6	24.1	25.0	24.4	68
4	2009													0
	2010													0
	2011	*	25.6	41.5	34.1	16.7	53.3	42.9		29.3	40.0	34.9	31.3	86
3-5	2009													0
	2010													0
	2011	*	21.8	38.2	29.7	12.5	42.9	29.9		27.5	33.8	30.5	29.3	154

NUMBER TESTED IN GRADES 3-5														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011	4	78	68	148	8	49	87	0	80	74	154	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													0
	2010													0
	2011	*	92.1	83.3	89.7	*	77.8	78.9		89.7	90.9	90.3	86.9	62

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0	0	0	0
2011	3	38	18	58	2	9	19	0	29	33	62	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													0
	2010													0
	2011	*	3	3	6	*	2	4		3	3	6	908	62

NUMBER TESTED IN GRADE 4														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011	3	38	18	58	2	9	19	0	29	33	62	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					
	2010					
	2011	2.3	73.8	80.6	83.7	82.5

¹Average rating on written composition. TAKS compositions are rated on a scale of 1 to 4.

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009													0
	2010													0
	2011	*	31.6	0.0	22.4	*	11.1	10.5		24.1	21.2	22.6	22.4	62

NUMBER TESTED IN GRADE 4														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011	3	38	18	58	2	9	19	0	29	33	62	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)
3	2009													0
	2010													0
	2011			84.6	84.6		84.6	84.6		*	88.9	84.6	87.2	13
4	2009													0
	2010													0
	2011			95.2	95.2	*	95.0	95.0		90.0	100.0	95.2	85.0	21
ALL	2009												—	0
	2010												—	0
	2011			91.2	91.2	*	90.9	90.9		85.7	95.0	91.2	—	34

NUMBER TESTED IN GRADES ALL														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2010	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2011	0	0	34	34	2	33	33	0	14	20	34	34	—	

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
	2010													0
	2011			2	2		2	2		*	1	2	710	13
4	2009													0
	2010													0
	2011			1	1	*	1	1		1	0	1	755	21
ALL	2009												—	0
	2010												—	0
	2011			3	3	*	3	3		2	1	3	—	34

NUMBER TESTED IN GRADES ALL													
2009	0	0	0	0	0	0	0	0	0	0	0	0	—
2010	0	0	0	0	0	0	0	0	0	0	0	0	—
2011	0	0	34	34	2	33	33	0	14	20	34	—	

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	72.8	91.2	80.8	80.8
4	2009				
	2010				
	2011	87.6	89.9	89.8	86.7
ALL	2009				
	2010				
	2011	82.0	90.4	86.3	84.4

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)
3	2009													0
	2010													0
	2011			30.8	30.8		30.8	30.8		*	33.3	30.8	43.5	13
4	2009													0
	2010													0
	2011			47.6	47.6	*	45.0	45.0		20.0	72.7	47.6	38.5	21
ALL	2009												—	0
	2010												—	0
	2011			41.2	41.2	*	39.4	39.4		21.4	55.0	41.2	—	34


NUMBER TESTED IN ALL GRADES														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2010	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2011	0	0	34	34	2	33	33	0	14	20	34	34	—	

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													0
	2010													0
	2011			90.9	90.9	*	90.5	90.5		81.8	100.0	90.9	93.2	22

NUMBER TESTED IN GRADE 4														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011	0	0	22	22	3	21	21	0	11	11	22	5,054		

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Spec Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009													0
	2010													0
	2011			2	2	*	2	2		2	0	2	346	22

NUMBER TESTED IN GRADE 4														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011	0	0	22	22	3	21	21	0	11	11	22	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	2.5	90.9	96.0	94.3	88.1

¹Average rating on written composition. TAKS compositions are rated on a scale of 1 to 4.

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009													0
	2010													0
	2011			50.0	50.0	*	52.4	52.4		27.3	72.7	50.0	27.7	22

NUMBER TESTED IN GRADE 4														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011	0	0	22	22	3	21	21	0	11	11	22	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													0
	2010													0
	2011		100.0	*	100.0	100.0	*	100.0		*	*	100.0	81.7	8
4	2009													0
	2010													0
	2011		*	*	66.7	66.7	*	*		*	*	66.7	76.6	6
3-5	2009													0
	2010													0
	2011		77.8	*	85.7	85.7	*	81.8		90.0	*	85.7	84.8	14

NUMBER TESTED IN GRADES 3-5													
2009	0	0	0	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0	0	0	0
2011	0	9	5	14	14	3	11	0	10	4	14	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													0
	2010													0
	2011		0	*	0	0	*	0		*	*	0	69	8
4	2009													0
	2010													0
	2011		*	*	2	2	*	*		*	*	2	123	6
3-5	2009													0
	2010													0
	2011		2	*	2	2	*	2		1	*	2	218	14

NUMBER TESTED IN GRADES 3-5														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011	0	9	5	14	14	3	11	0	10	4	14	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	70.2	89.6	77.5	77.1
4	2009				
	2010				
	2011	68.1	66.7	58.3	64.6
3-5	2009				
	2010				
	2011	69.3	79.8	69.3	71.7

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009													0
	2010													0
	2011		50.0	*	50.0	50.0	*	33.3		*	*	50.0	20.9	8
4	2009													0
	2010													0
	2011		*	*	16.7	16.7	*	*		*	*	16.7	13.7	6
3-5	2009													0
	2010													0
	2011		33.3	*	35.7	35.7	*	18.2		30.0	*	35.7	16.6	14

NUMBER TESTED IN GRADES 3-5														
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011	0	9	5	14	14	3	11	0	10	4	14	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													0
	2010													0
	2011		*	*	83.3	83.3	*	*		*	*	83.3	82.7	6
4	2009													0
	2010													0
	2011		*	*	85.7	85.7	*	83.3		*	*	85.7	80.2	7
3-5	2009													0
	2010													0
	2011		87.5	*	84.6	84.6	*	80.0		77.8	*	84.6	83.8	13

NUMBER TESTED IN GRADES 3-5														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011	0	8	5	13	13	3	10	0	9	4	13	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													0
	2010													0
	2011		*	*	1	1	*	*		*	*	1	63	6
4	2009													0
	2010													0
	2011		*	*	1	1	*	1		*	*	1	101	7
3-5	2009													0
	2010													0
	2011		1	*	2	2	*	2		2	*	2	224	13

NUMBER TESTED IN GRADES 3-5														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011	0	8	5	13	13	3	10	0	9	4	13	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	72.9	66.7	86.7	56.7	66.7	50.0
4	2009						
	2010						
	2011	69.8	61.9	51.4	60.0	61.9	64.3
3-5	2009						
	2010						
	2011	71.3	64.1	67.7	58.5	64.1	57.7

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009													0
	2010													0
	2011		*	*	16.7	16.7	*	*		*	*	16.7	20.6	6
4	2009													0
	2010													0
	2011		*	*	28.6	28.6	*	16.7		*	*	28.6	25.3	7
3-5	2009													0
	2010													0
	2011		25.0	*	23.1	23.1	*	10.0		22.2	*	23.1	22.1	13

NUMBER TESTED IN GRADES 3-5														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011	0	8	5	13	13	3	10	0	9	4	13	1,379		

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													0
	2010													0
	2011		*	*	100.0	100.0		*		*	*	100.0	73.5	6

NUMBER TESTED IN GRADE 4														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011	0	5	1	6	6	0	5	0	3	3	6	6	506	

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													0
	2010													0
	2011		*	*	0	0		*		*	*	0	134	6

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0	0	0	0
2011	0	5	1	6	6	0	5	0	3	3	6	506	

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					
	2010					
	2011	1.5	83.3	71.4	71.4	69.0

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													0
	2010													0
	2011		*	*	33.3	33.3		*		*	*	33.3	6.3	6

NUMBER TESTED IN GRADE 4														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011	0	5	1	6	6	0	5	0	3	3	6	506		

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

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the ITBS

Grade	Year	READING TOTAL (**READING PROFILE TOTAL)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009					0
	2010					0
	2011	31.6	60.0	49.0	63.3	49
1	2009					0
	2010					0
	2011	31.0	76.5	55.6	58.1	63
2	2009					0
	2010					0
	2011	42.5	71.4	52.5	50.7	61
1-5	2009					0
	2010					0
	2011	37.7	74.5	54.0	47.2	124

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009					0
	2010					0
	2011	52.5	62.9	57.3	56.8	75
1	2009					0
	2010					0
	2011	53.8	52.8	53.3	53.1	75
2	2009					0
	2010					0
	2011	47.7	66.7	52.3	56.8	86
K-5	2009					0
	2010					0
	2011	50.7	59.8	54.2	53.3	236

Number Tested	2009	0	0	0	0	
	2010	0	0	0	0	
	2011	88	85	173	29,763	

Number Tested	2009	0	0	0	0	
	2010	0	0	0	0	
	2011	144	92	236	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													0
	2010													0
	2011		40.5	70.0	50.0	*	*	31.6		50.0	48.3	49.0	63.3	49
1	2009													0
	2010													0
	2011		48.8	63.2	56.9	*	42.9	31.0		50.0	65.2	55.6	58.1	63
2	2009													0
	2010													0
	2011	*	58.7	11.1	51.7	*	*	42.5		56.3	48.3	52.5	50.7	61
1-2	2009													0
	2010													0
	2011	*	54.0	46.4	54.3	*	27.3	37.7		52.8	55.8	54.0	54.4	124
1-5	2009													0
	2010													0
	2011	*	54.0	46.4	54.3	*	27.3	37.7		52.8	55.8	54.0	47.2	124

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	4	87	28	116	5	11	69	0	72	52	124	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													0
	2010													0
	2011		10	3	12	*	*	1		5	8	13	2,106	49
1	2009													0
	2010													0
	2011		13	1	15	*	1	2		6	10	16	1,963	63
2	2009													0
	2010													0
	2011	*	5	0	4	*	*	2		1	4	5	1,020	61
1-2	2009													0
	2010													0
	2011	*	18	1	19	*	1	4		7	14	21	2,983	124
1-5	2009													0
	2010													0
	2011	*	18	1	19	*	1	4		7	14	21	3,694	124

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	4	87	28	116	5	11	69	0	72	52	124	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													0
	2010													0
	2011		43.2	72.2	58.3	*	66.7	52.5		58.1	56.8	57.3	56.8	75
1	2009													0
	2010													0
	2011	*	58.1	46.4	54.3	*	41.2	53.8		47.8	62.1	53.3	53.1	75
2	2009													0
	2010													0
	2011	*	53.2	50.0	53.0	*	48.1	47.7		52.1	52.6	52.3	56.8	86
K-2	2009													0
	2010													0
	2011	50.0	52.0	57.3	55.1	33.3	52.9	50.7		52.0	56.8	54.2	55.6	236
K-5	2009													0
	2010													0
	2011	50.0	52.0	57.3	55.1	33.3	52.9	50.7		52.0	56.8	54.2	53.3	236

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	6	127	96	225	9	68	144	0	125	111	236	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													0
	2010													0
	2011		4	8	12	*	6	6		3	9	12	2,815	75
1	2009													0
	2010													0
	2011	*	10	8	18	*	4	9		8	11	19	2,716	75
2	2009													0
	2010													0
	2011	*	8	1	10	*	1	3		5	6	11	2,746	86
K-2	2009													0
	2010													0
	2011	2	22	17	40	1	11	18		16	26	42	8,277	236
K-5	2009													0
	2010													0
	2011	2	22	17	40	1	11	18		16	26	42	9,696	236

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	6	127	96	225	9	68	144	0	125	111	236	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													0
	2010													0
	2011	*	72.1	63.0	68.1	*	50.0	65.8		66.7	69.0	67.6	66.7	74
2	2009													0
	2010													0
	2011	*	50.0	46.9	48.1	*	44.4	44.4		46.8	48.6	47.6	62.0	84
1-2	2009													0
	2010													0
	2011	*	60.7	54.2	57.3	*	46.5	52.5		56.5	57.6	57.0	64.4	158
1-2	2009													0
	2010													0
	2011	*	60.7	54.2	57.3	*	46.5	52.5		56.5	57.6	57.0	59.7	158

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	5	89	59	150	5	43	101	0	92	66	158	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													0
	2010													0
	2011	*	17	11	28	*	5	15		17	11	28	4,427	74
2	2009													0
	2010													0
	2011	*	13	3	17	*	3	8		9	9	18	3,810	84
1-2	2009													0
	2010													0
	2011	*	30	14	45	*	8	23		26	20	46	8,237	158
1-2	2009													0
	2010													0
	2011	*	30	14	45	*	8	23		26	20	46	9,660	158

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	5	89	59	150	5	43	101	0	92	66	158	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													0
	2010													0
	2011			84.6	84.6		90.9	95.2		81.8	86.7	84.6	90.9	26
1	2009													0
	2010													0
	2011	*		62.5	55.6		55.6	71.4		*	*	55.6	89.4	9
2	2009													0
	2010													0
	2011			95.7	95.7		95.7	95.7		93.3	100.0	95.7	94.9	23
K-2	2009													0
	2010													0
	2011	*		86.0	84.5		87.0	92.2		80.6	88.9	84.5	91.7	58

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	1	0	57	58	0	54	51	0	31	27	58	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													0
	2010													0
	2011			14	14		12	13		5	9	14	3,964	26
1	2009													0
	2010													0
	2011	*		3	3		3	3		*	*	3	2,459	9
2	2009													0
	2010													0
	2011			11	11		11	11		6	5	11	3,227	23
K-2	2009													0
	2010													0
	2011	*		28	28		26	27		12	16	28	9,650	58

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	1	0	57	58	0	54	51	0	31	27	58	21,141	

PERFORMANCE IN 2011

**PROGRESSION FROM
2010 TO 2011**

Grade (2010-11)	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (21)	Beginning	10	47.6	12	57.1	20	95.2	20	95.2	20	95.2
	Intermediate	8	38.1	6	28.6	0	0.0	0	0.0	0	0.0
	Advanced	2	9.5	2	9.5	0	0.0	0	0.0	0	0.0
	Advanced High	1	4.8	1	4.8	1	4.8	1	4.8	1	4.8
1 (16)	Beginning	7	43.8	7	43.8	7	43.8	7	43.8	7	43.8
	Intermediate	4	25.0	4	25.0	5	31.3	4	25.0	4	25.0
	Advanced	1	6.3	1	6.3	2	12.5	2	12.5	2	12.5
	Advanced High	4	25.0	4	25.0	2	12.5	3	18.8	3	18.8
2 (27)	Beginning	4	14.8	5	18.5	9	33.3	4	14.8	4	14.8
	Intermediate	8	29.6	7	25.9	11	40.7	9	33.3	10	37.0
	Advanced	11	40.7	12	44.4	5	18.5	9	33.3	9	33.3
	Advanced High	4	14.8	3	11.1	2	7.4	5	18.5	4	14.8
3 (31)	Beginning	4	13.3	5	16.7	10	34.5	7	22.6	6	20.7
	Intermediate	12	40.0	11	36.7	11	37.9	9	29.0	8	27.6
	Advanced	9	30.0	10	33.3	5	17.2	5	16.1	5	17.2
	Advanced High	5	16.7	4	13.3	3	10.3	10	32.3	10	34.5
4 (32)	Beginning	0	0.0	0	0.0	1	3.1	1	3.1	1	3.1
	Intermediate	3	9.4	4	12.5	7	21.9	2	6.3	2	6.3
	Advanced	13	40.6	14	43.8	14	43.8	10	31.3	10	31.3
	Advanced High	16	50.0	14	43.8	10	31.3	19	59.4	19	59.4

Number Rated Both Years	2011 Level	2010 Level			
		Beg	Int	Adv	Adv High
- -	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
16 9 (56.3%)	Beginning	7			
	Intermediate	4	0		
	Advanced	0	2	0	
	Advanced High	0	0	3	
22 14 (63.6%)	Beginning	1			
	Intermediate	4	5		
	Advanced	4	3	2	
	Advanced High	2	0	1	
26 14 (53.8%)	Beginning	4			
	Intermediate	2	5		
	Advanced	0	2	3	
	Advanced High	0	1	9	
29 24 (82.8%)	Beginning	1			
	Intermediate	1	1		
	Advanced	0	5	3	
	Advanced High	0	1	17	

PERFORMANCE IN 2011

Grade (2010-11) (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
ALL (127)	Beginning	25	19.8	29	23.0	47	37.6	39	30.7	38	30.4
	Intermediate	35	27.8	32	25.4	34	27.2	24	18.9	24	19.2
	Advanced	36	28.6	39	31.0	26	20.8	26	20.5	26	20.8
	Advanced High	30	23.8	26	20.6	18	14.4	38	29.9	37	29.6

**PROGRESSION FROM
2010 TO 2011**

Number Rated Both Years N (%) Progressed	2011 Level	2010 Level			
		Beg	Int	Adv	Adv High
94 61 (64.9%)	Beginning	14			
	Intermediate	11	11		
	Advanced	4	12	8	
	Advanced High	2	2	30	

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