

DATA PACKET

for 2011-12 planning

School Number 205

CLINTON P. RUSSELL



**Dallas
Independent
School
District**

**Evaluation & Accountability
Data Analysis, Reporting, and Research Services**

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Data Packets for Incoming Students at New or Reconstituted Schools

- Additional statistics computed using 2010-11 Seguin students.

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	77
KN	112
1	129
2	96
3	117
4	115
5	112
ALL	758

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	114	15.0	8	53.3
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	1	0.1		
Hispanic	640	84.4	2	13.3
White	3	0.4	4	26.7
Multiple	0	0.0	0	0.0
Other* (teachers only)	—	—	1	6.7
Not reported (students only)	0	0.0		

* Teacher statistics not available for new schools.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	607	80.1
Economically disadvantaged	745	98.3
Limited English proficient (LEP)	500	66.0
Special education	11	1.5
Talented and Gifted (TAG)	78	10.3

Grade (2010-11)	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2009												—	—
	2010												—	—
	2011	77	9	11.7	0	0.0	0	0.0	66	85.7	2	2.6	0	0.0
KN	2009												—	—
	2010												—	—
	2011	112	18	16.1	0	0.0	1	0.9	93	83.0	0	0.0	0	0.0
1	2009												—	—
	2010												—	—
	2011	129	23	17.8	0	0.0	0	0.0	106	82.2	0	0.0	0	0.0
2	2009												—	—
	2010												—	—
	2011	96	11	11.5	0	0.0	0	0.0	85	88.5	0	0.0	0	0.0
3	2009												—	—
	2010												—	—
	2011	117	12	10.3	0	0.0	0	0.0	105	89.7	0	0.0	0	0.0
4	2009	124	23	18.5	0	0.0	0	0.0	99	79.8	2	1.6	—	—
	2010	108	19	17.6	0	0.0	0	0.0	87	80.6	2	1.9	—	—
	2011	115	21	18.3	0	0.0	0	0.0	94	81.7	0	0.0	0	0.0
5	2009	109	16	14.7	0	0.0	0	0.0	92	84.4	1	0.9	—	—
	2010	114	17	14.9	0	0.0	0	0.0	95	83.3	2	1.8	—	—
	2011	112	20	17.9	0	0.0	0	0.0	91	81.3	1	0.9	0	0.0
PK-5	2009	233	39	16.7	0	0.0	0	0.0	191	82.0	3	1.3	—	—
	2010	222	36	16.2	0	0.0	0	0.0	182	82.0	4	1.8	—	—
	2011	758	114	15.0	0	0.0	1	0.1	640	84.4	3	0.4	0	0.0

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	77	76	98.7	60	77.9	0	0.0	60	77.9	0	0.0	77	100.0	0.0
KN	2009														
	2010														
	2011	112	110	98.2	70	62.5	2	1.8	96	85.7	0	0.0	34	30.4	0.9
1	2009														
	2010														
	2011	129	128	99.2	80	62.0	1	0.8	103	79.8	19	14.7	10	7.8	4.7
2	2009														
	2010														
	2011	96	94	97.9	68	70.8	1	1.0	85	88.5	8	8.3	3	3.1	8.3
3	2009														
	2010														
	2011	117	116	99.1	89	76.1	1	0.9	101	86.3	17	14.5	2	1.7	0.0
4	2009	124	119	96.0	63	50.8	7	5.6	75	60.5	20	16.1	8	6.5	0.0
	2010	108	106	98.1	61	56.5	4	3.7	75	69.4	25	23.1	5	4.6	0.0
	2011	115	111	96.5	71	61.7	2	1.7	79	68.7	12	10.4	3	2.6	0.0
5	2009	109	109	100.0	24	22.0	5	4.6	50	45.9	18	16.5	5	4.6	0.0
	2010	114	111	97.4	23	20.2	8	7.0	48	42.1	18	15.8	5	4.4	0.0
	2011	112	110	98.2	62	55.4	4	3.6	83	74.1	22	19.6	6	5.4	5.4
PK-5	2009	233	228	97.9	87	37.3	12	5.2	125	53.6	38	16.3	13	5.6	0.0
	2010	222	217	97.7	84	37.8	12	5.4	123	55.4	43	19.4	10	4.5	0.0
	2011	758	745	98.3	500	66.0	11	1.5	607	80.1	78	10.3	135	17.8	2.8

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	109.1	13,210.6	104.3	95.7	12,645.0	95.7	7	6.4	21.5	101	11,602	92.6	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	124.2	13,458.2	120.0	96.6	12,967.0	96.4	2	1.6	19.0	115	12,047	92.6	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	94.5	13,012.8	92.1	97.4	12,592.7	96.8	2	2.1	17.1	87	11,853	92.1	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	113.1	12,619.0	110.5	97.7	12,254.0	97.1	9	8.0	16.6	112	11,604	99.0	92.0
4	2009	121.8	12,156.4	119.2	97.9	11,789.9	97.0	9	7.4	17.9	116	10,731	95.2	88.3
	2010	108.3	12,299.7	105.6	97.6	11,900.0	96.8	8	7.4	17.3	100	10,987	92.4	89.3
	2011	114.2	12,506.4	111.5	97.6	12,149.9	97.1	7	6.1	15.7	111	11,544	97.2	92.3
5	2009	106.8	11,903.5	105.1	98.5	11,552.9	97.1	12	11.2	17.3	100	10,563	93.7	88.7
	2010	115.5	11,687.8	113.2	98.1	11,310.1	96.8	10	8.7	17.1	107	10,453	92.7	89.4
	2011	106.9	11,742.5	104.2	97.5	11,419.3	97.2	2	1.9	8.2	97	10,892	90.8	92.8
KN-5	2009	228.6	83,476.5	224.3	98.1	80,586.5	96.5	21	9.2	30.6	216	76,517	94.5	91.7
	2010	223.7	77,802.0	218.9	97.8	74,914.0	96.3	18	8.0	18.9	207	68,260	92.5	87.7
	2011	662.0	76,549.5	642.7	97.1	74,027.9	96.7	29	4.4	16.5	623	69,542	94.1	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		83.3	88.9	87.2	*	91.7	87.5		87.0	87.5	87.2	82.0	39
4	2009													0
	2010													0
	2011		100.0	93.5	95.9	*	100.0	93.3		96.3	96.0	96.2	78.6	52
5	2009													0
	2010													0
	2011		85.0	92.5	89.7	*	84.2	82.4		88.6	92.0	90.0	89.0	60
3-5	2009													0
	2010													0
	2011		90.6	91.8	91.1	83.3	89.7	86.3		90.6	92.4	91.4	83.6	151

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	53	98	146	6	39	73	0	85	66	151	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		2	3	5	*	1	3		3	2	5	1,214	39
4	2009													0
	2010													0
	2011		0	2	2	*	0	1		1	1	2	1,506	52
5	2009													0
	2010													0
	2011		3	3	6	*	3	6		4	2	6	919	60
3-5	2009													0
	2010													0
	2011		5	8	13	1	4	10		8	5	13	3,639	151

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	53	98	146	6	39	73	0	85	66	151	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	82.4	81.3	82.9	81.1
4	2009				
	2010				
	2011	87.6	88.0	90.1	87.1
5	2009				
	2010				
	2011	88.8	85.4	87.9	85.1
3-5	2009				
	2010				
	2011	86.7	85.2	87.4	84.8

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		25.0	33.3	30.8	*	25.0	12.5		26.1	37.5	30.8	33.6	39
4	2009													0
	2010													0
	2011		47.6	48.4	46.9	*	25.0	26.7		48.1	48.0	48.1	27.7	52
5	2009													0
	2010													0
	2011		30.0	37.5	34.5	*	42.1	29.4		25.7	48.0	35.0	28.1	60
3-5	2009													0
	2010													0
	2011		35.8	39.8	37.7	16.7	33.3	23.3		32.9	45.5	38.4	29.7	151

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	53	98	146	6	39	73	0	85	66	151	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		83.3	78.1	78.6	*	77.5	77.2		85.1	70.0	78.6	80.7	117
4	2009													0
	2010													0
	2011		95.2	91.4	92.7	*	91.4	89.6		92.2	92.0	92.1	82.6	114
5	2009													0
	2010													0
	2011		100.0	95.6	96.3	*	94.1	96.3		98.5	93.2	96.4	88.7	110
3-5	2009													0
	2010													0
	2011		94.2	87.8	88.9	100.0	86.8	86.9		91.9	84.7	88.9	83.9	341

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	52	288	333	6	227	259	0	197	144	341	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		2	23	25	*	20	23		10	15	25	2,370	117
4	2009													0
	2010													0
	2011		1	8	8	*	6	8		5	4	9	2,100	114
5	2009													0
	2010													0
	2011		0	4	4	*	4	3		1	3	4	1,274	110
3-5	2009													0
	2010													0
	2011		3	35	37	0	30	34		16	22	38	5,744	341

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	52	288	333	6	227	259	0	197	144	341	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	85.6	79.6	84.5	77.5	81.4	61.9
4	2009						
	2010						
	2011	87.6	85.3	83.5	83.8	85.3	80.7
5	2009						
	2010						
	2011	83.5	87.0	89.1	85.8	90.2	83.8
3-5	2009						
	2010						
	2011	85.6	83.9	85.6	82.3	85.6	75.2

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													0
	2010													0
	2011		33.3	18.1	19.7	*	15.7	14.9		16.4	24.0	19.7	24.4	117
4	2009													0
	2010													0
	2011		19.0	39.8	36.7	*	35.7	32.5		32.8	40.0	36.0	31.3	114
5	2009													0
	2010													0
	2011		31.6	52.2	49.5	*	50.0	45.7		48.5	47.7	48.2	32.5	110
3-5	2009													0
	2010													0
	2011		26.9	35.8	34.8	16.7	32.2	29.7		32.5	36.8	34.3	29.3	341

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	52	288	333	6	227	259	0	197	144	341	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		85.7	80.6	81.6	*	62.5	80.0		74.1	92.0	82.7	86.9	52

NUMBER TESTED IN GRADE 4														
2009	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	21	31	49	2	8	15	0	27	25	52	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	6	9	*	3	3		7	2	9	908	52

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	21	31	49	2	8	15	0	27	25	52	6,935		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions ¹	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2009					
	2010					
	2011	1.9	89.9	91.8	89.7	89.2
7	2009					
	2010					
	2011	*	*	*	*	*

¹Average rating on w ritten 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		4.8	3.2	4.1	*	0.0	0.0		0.0	8.0	3.8	22.4	52

NUMBER TESTED IN GRADE 4														
2009	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	21	31	49	2	8	15	0	27	25	52	6,935		

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2009													
	2010													0
	2011	*	94.7	95.5	95.3	*	94.1	93.8		95.5	91.1	93.7	80.9	111

NUMBER TESTED IN GRADE 5													
2009	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	19	88	107	2	68	81	0	66	45	111	10,176	

Shaded cells indicate percentages below 60 percent, the 2010-11 AEIS minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2009													
	2010													0
	2011	*	1	4	5	*	4	5		3	4	7	1,942	111

NUMBER TESTED IN GRADE 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	0
2011	1	19	88	107	2	68	81	0	66	45	111	10,176		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009				
	2010				
	2011	89.4	92.9	91.1	91.0

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2009													
	2010													0
	2011	*	57.9	65.9	63.6	*	66.2	63.0		62.1	64.4	63.1	34.0	111

NUMBER TESTED IN GRADES 5														
2009	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	1	19	88	107	2	68	81	0	66	45	111	10,176		

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009													0
	2010													0
	2011			82.1	82.1		81.8	81.8		79.5	85.3	82.1	87.2	78
4	2009													0
	2010													0
	2011			100.0	100.0		100.0	100.0		100.0	100.0	100.0	85.0	62
5	2009													0
	2010													0
	2011			78.0	77.6		78.0	79.2		77.4	78.9	78.0	86.3	50
ALL	2009												—	0
	2010												—	0
	2011			86.8	86.6		86.8	87.2		85.7	88.5	86.8	—	190

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	190	187	0	189	187	0	112	78	190	—	—	—

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			14	14		14	14		9	5	14	710	78
4	2009													0
	2010													0
	2011			0	0		0	0		0	0	0	755	62
5	2009													0
	2010													0
	2011			11	11		11	10		7	4	11	398	50
ALL	2009												—	0
	2010												—	0
	2011			25	25		25	24		16	9	25	—	190

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	190	187	0	189	187	0	112	78	190	—	

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	71.3	84.1	75.2	75.8
4	2009				
	2010				
	2011	90.4	86.3	92.2	92.3
5	2009				
	2010				
	2011	76.3	79.3	75.5	76.8
ALL	2009				
	2010				
	2011	78.9	83.5	80.8	81.4

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			26.9	26.9		27.3	27.3		20.5	35.3	26.9	43.5	78
4	2009													0
	2010													0
	2011			72.6	73.3		72.6	72.6		70.3	76.0	72.6	38.5	62
5	2009													0
	2010													0
	2011			36.0	36.7		36.0	37.5		45.2	21.1	36.0	29.0	50
ALL	2009												—	0
	2010												—	0
	2011			44.2	44.4		44.4	44.9		43.8	44.9	44.2	—	190


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	190	187	0	189	187	0	112	78	190	—	—	—

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			96.8	98.4		96.8	96.8		94.6	100.0	96.8	93.2	63

NUMBER TESTED IN GRADE 4														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011	0	0	63	61	0	63	62	0	37	26	63	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	1		2	2		2	0	2	346	63

NUMBER TESTED IN GRADE 4														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011	0	0	63	61	0	63	62	0	37	26	63	5,054		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

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

¹Average rating on w ritten 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			27.0	27.9		27.0	27.4		29.7	23.1	27.0	27.7	63

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	63	61	0	63	62	0	37	26	63	5,054		

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

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the ITBS

Grade	Year	READING TOTAL (**READING PROFILE TOTAL)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009					0
	2010					0
	2011	73.3	92.9	79.5	63.3	44
1	2009					0
	2010					0
	2011	50.0	58.3	53.8	58.1	52
2	2009					0
	2010					0
	2011	38.9	85.7	52.0	50.7	25
5	2009					0
	2010					0
	2011	29.3	58.3	35.8	36.2	106
1-5	2009					0
	2010					0
	2011	35.2	61.8	43.2	47.2	183

Number Tested	2009	0	0	0	0	
	2010	0	0	0	0	
	2011	158	69	227	29,763	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009					0
	2010					0
	2011	38.5	80.0	44.1	56.8	111
1	2009					0
	2010					0
	2011	32.4	57.1	37.7	53.1	130
2	2009					0
	2010					0
	2011	70.2	63.6	69.5	56.8	95
5	2009					0
	2010					0
	2011	48.1	66.7	52.4	44.8	103
K-5	2009					0
	2010					0
	2011	46.3	65.4	49.7	53.3	439

Number Tested	2009	0	0	0	0	
	2010	0	0	0	0	
	2011	361	78	439	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		88.9	76.0	79.1		*	73.3		80.8	77.8	79.5	63.3	44
1	2009													0
	2010													0
	2011		73.9	37.9	52.9	*	*	50.0		41.4	69.6	53.8	58.1	52
2	2009													0
	2010													0
	2011		40.0	60.0	50.0		*	38.9		44.4	56.3	52.0	50.7	25
1-2	2009													0
	2010													0
	2011		63.6	45.5	52.0	*	50.0	45.7		42.1	64.1	53.2	54.4	77
5	2009													0
	2010													0
	2011		41.2	34.8	35.6	*	24.6	29.3		34.9	37.2	35.8	36.2	106
1-5	2009													0
	2010													0
	2011		56.0	38.3	42.5	*	27.5	35.2		37.6	50.0	43.2	47.2	183

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	0	50	133	179	3	69	128	0	101	82	183	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		8	11	18		*	8		14	5	19	2,106	44
1	2009													0
	2010													0
	2011		9	2	11	*	*	5		2	9	11	1,963	52
2	2009													0
	2010													0
	2011		1	2	3		*	0		1	2	3	1,020	25
1-2	2009													0
	2010													0
	2011		10	4	14	*	1	5		3	11	14	2,983	77
5	2009													0
	2010													0
	2011		0	3	3	*	1	2		2	1	3	701	106
1-5	2009													0
	2010													0
	2011		10	7	17	*	2	7		5	12	17	3,694	183

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	0	50	133	179	3	69	128	0	101	82	183	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		83.3	35.9	44.0	*	23.2	38.5		48.3	39.2	44.1	56.8	111
1	2009													0
	2010													0
	2011		60.9	32.1	36.7	*	30.0	32.4		39.0	35.7	37.7	53.1	130
2	2009													0
	2010													0
	2011		60.0	70.6	69.9	*	70.6	70.2		67.3	71.7	69.5	56.8	95
K-2	2009													0
	2010													0
	2011		68.6	44.9	48.5	*	40.6	45.7		50.6	46.7	48.8	55.6	336
5	2009													0
	2010													0
	2011		50.0	52.9	52.5	*	46.7	48.1		51.6	53.7	52.4	44.8	103
K-5	2009													0
	2010													0
	2011		64.2	46.8	49.4	*	41.9	46.3		50.9	48.1	49.7	53.3	439

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	0	67	370	431	5	277	361	0	230	208	439	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		10	12	22	*	2	14		15	7	22	2,815	111
1	2009													0
	2010													0
	2011		4	12	16	*	7	12		7	9	17	2,716	130
2	2009													0
	2010													0
	2011		2	27	28	*	20	24		16	13	29	2,746	95
K-2	2009													0
	2010													0
	2011		16	51	66	*	29	50		38	29	68	8,277	336
5	2009													0
	2010													0
	2011		4	9	12	*	4	7		8	5	13	1,395	103
K-5	2009													0
	2010													0
	2011		20	60	78	*	33	57		46	34	81	9,696	439

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	0	67	370	431	5	277	361	0	230	208	439	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		78.3	60.4	63.3	*	57.5	60.8		69.5	58.6	63.8	66.7	130
2	2009													0
	2010													0
	2011		80.0	77.6	77.4	*	79.4	79.8		75.5	80.4	77.9	62.0	95
1-2	2009													0
	2010													0
	2011		78.8	68.1	69.2	*	67.6	69.4		72.2	67.2	69.8	64.4	225
5	2009													0
	2010													0
	2011		47.1	41.4	42.2	*	41.7	40.5		39.7	46.3	42.3	48.6	104
1-5	2009													0
	2010													0
	2011		68.0	59.7	60.7	*	60.1	60.8		60.2	61.8	61.1	59.7	329

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	0	50	278	323	4	208	265	0	171	157	329	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		7	25	32	*	17	23		16	16	33	4,427	130
2	2009													0
	2010													0
	2011		4	46	49	*	38	46		25	25	50	3,810	95
1-2	2009													0
	2010													0
	2011		11	71	81	*	55	69		41	41	83	8,237	225
5	2009													0
	2010													0
	2011		4	7	11	*	5	6		7	4	11	1,416	104
1-5	2009													0
	2010													0
	2011		15	78	92	*	60	75		48	45	94	9,660	329

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	0	50	278	323	4	208	265	0	171	157	329	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			73.5	74.6	*	74.2	75.8		73.5	73.5	73.5	90.9	68
1	2009													0
	2010													0
	2011			83.1	83.1		82.7	82.4		73.3	89.4	83.3	89.4	78
2	2009													0
	2010													0
	2011			84.3	84.1	*	84.6	84.8		77.5	93.3	84.3	94.9	70
K-2	2009													0
	2010													0
	2011			80.5	80.8	*	80.6	81.1		75.0	85.6	80.6	91.7	216

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	0	0	215	213	2	206	206	0	104	111	216	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			19	19	*	19	19		7	12	19	3,964	68
1	2009													0
	2010													0
	2011			11	11		10	10		3	8	12	2,459	78
2	2009													0
	2010													0
	2011			34	33	*	31	32		16	18	34	3,227	70
K-2	2009													0
	2010													0
	2011			64	63	*	60	61		26	38	65	9,650	216

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	0	0	215	213	2	206	206	0	104	111	216	21,141	

PERFORMANCE IN 2011

Grade (2010-11)	Domain:	Listening		Speaking		Writing		Reading		Composite	
		2011 Level	N	%	N	%	N	%	N	%	N
KN (69)	Beginning	42	60.9	53	76.8	66	95.7	67	97.1	67	97.1
	Intermediate	23	33.3	12	17.4	2	2.9	1	1.4	1	1.4
	Advanced	4	5.8	4	5.8	1	1.4	1	1.4	1	1.4
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (81)	Beginning	42	51.9	50	61.7	73	90.1	70	86.4	70	86.4
	Intermediate	35	43.2	29	35.8	7	8.6	10	12.3	10	12.3
	Advanced	4	4.9	2	2.5	1	1.2	1	1.2	1	1.2
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (68)	Beginning	4	5.9	10	14.7	14	20.6	9	13.2	9	13.2
	Intermediate	29	42.6	32	47.1	26	38.2	28	41.2	28	41.2
	Advanced	35	51.5	25	36.8	16	23.5	15	22.1	15	22.1
	Advanced High	0	0.0	1	1.5	12	17.6	16	23.5	16	23.5
3 (89)	Beginning	0	0.0	2	2.2	16	18.0	1	1.1	1	1.1
	Intermediate	15	16.9	20	22.5	42	47.2	28	31.5	28	31.5
	Advanced	40	44.9	35	39.3	20	22.5	29	32.6	30	33.7
	Advanced High	34	38.2	32	36.0	11	12.4	31	34.8	30	33.7
4 (72)	Beginning	4	5.6	18	25.0	22	30.6	3	4.2	3	4.2
	Intermediate	35	48.6	36	50.0	21	29.2	16	22.2	16	22.2
	Advanced	25	34.7	11	15.3	22	30.6	24	33.3	29	40.3
	Advanced High	8	11.1	7	9.7	7	9.7	29	40.3	24	33.3

**PROGRESSION FROM
2010 TO 2011**

Number Rated Both Years	2011 Level	2010 Level			
		Beg	Int	Adv	Adv High
- -	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
77 11 (14.3%)	Beginning	66			
	Intermediate	10	0		
	Advanced	1	0	0	
	Advanced High	0	0	0	
67 53 (79.1%)	Beginning	9			
	Intermediate	23	4		
	Advanced	9	5	1	
	Advanced High	7	6	3	
88 52 (59.1%)	Beginning	1			
	Intermediate	7	21		
	Advanced	1	14	14	
	Advanced High	1	2	27	
69 35 (50.7%)	Beginning	2			
	Intermediate	5	11		
	Advanced	0	6	21	
	Advanced High	1	0	23	

PERFORMANCE IN 2011

Grade (2010-11) (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
5 (61)	Beginning	0	0.0	1	1.6	2	3.3	1	1.6	1	1.6
	Intermediate	9	14.8	21	34.4	27	44.3	6	9.8	6	9.8
	Advanced	23	37.7	23	37.7	20	32.8	10	16.4	12	19.7
	Advanced High	29	47.5	16	26.2	12	19.7	44	72.1	42	68.9
ALL (440)	Beginning	92	20.9	134	30.5	193	43.9	151	34.3	151	34.3
	Intermediate	146	33.2	150	34.1	125	28.4	89	20.2	89	20.2
	Advanced	131	29.8	100	22.7	80	18.2	80	18.2	88	20.0
	Advanced High	71	16.1	56	12.7	42	9.5	120	27.3	112	25.5

**PROGRESSION FROM
2010 TO 2011**

Number Rated Both Years N (%) Progressed	2011 Level	2010 Level			
		Beg	Int	Adv	Adv High
56 49 (87.5%)	Beginning	0			
	Intermediate	1	5		
	Advanced	1	8	2	
	Advanced High	0	1	38	
357 200 (56.0%)	Beginning	78			
	Intermediate	46	41		
	Advanced	12	33	38	
	Advanced High	9	9	91	

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