

Grade 3 Reading

		% Tested (In State)	Percent of Students in State at Each Achievement Level		
			% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year				
All Students	2008-09	>99%	7	50	43
	2009-10	>99%	9	47	44
Native American	2008-09	>99%	6	49	45
	2009-10	98	8	48	44
Asian/Pacific Islander	2008-09	99	3	33	64
	2009-10	99	4	30	67
African American	2008-09	>99%	12	56	32
	2009-10	>99%	14	53	33
Hispanic	2008-09	>99%	9	57	34
	2009-10	99	11	52	37
White	2008-09	>99%	3	38	60
	2009-10	>99%	4	39	57
Female	2008-09	>99%	6	48	46
	2009-10	>99%	8	45	47
Male	2008-09	>99%	8	51	41
	2009-10	>99%	10	48	41
Special Education	2008-09	>99%	15	64	21
	2009-10	>99%	16	60	24
Limited English Proficient	2008-09	99	11	60	28
	2009-10	99	13	53	34
Economically Disadvantaged	2008-09	>99%	10	58	32
	2009-10	>99%	12	53	35
Migrant	2008-09	99	16	63	21
	2009-10	98	18	57	26

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Student Achievement results are rounded to the nearest whole percent.

Special formats (*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

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Grade 3 Mathematics

		% Tested (In State)	Percent of Students in State at Each Achievement Level		
			% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year				
All Students	2008-09	>99%	17	48	35
	2009-10	>99%	15	55	30
Native American	2008-09	99	14	49	37
	2009-10	99	14	57	29
Asian/Pacific Islander	2008-09	>99%	5	31	65
	2009-10	>99%	5	37	58
African American	2008-09	>99%	26	51	22
	2009-10	>99%	23	57	19
Hispanic	2008-09	>99%	20	52	28
	2009-10	>99%	18	57	25
White	2008-09	>99%	9	43	48
	2009-10	>99%	8	51	41
Female	2008-09	>99%	17	49	35
	2009-10	>99%	15	55	30
Male	2008-09	>99%	16	48	36
	2009-10	>99%	15	54	31
Special Education	2008-09	>99%	26	54	20
	2009-10	>99%	24	60	16
Limited English Proficient	2008-09	>99%	21	53	27
	2009-10	>99%	19	57	24
Economically Disadvantaged	2008-09	>99%	22	52	26
	2009-10	>99%	20	58	23
Migrant	2008-09	99	25	53	21
	2009-10	>99%	23	58	18

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Grade 4 Reading

		% Tested (In State)	Percent of Students in State at Each Achievement Level		
			% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year				
All Students	2008-09	99	16	56	28
	2009-10	>99%	14	58	27
Native American	2008-09	99	14	57	30
	2009-10	99	11	60	29
Asian/Pacific Islander	2008-09	99	7	43	50
	2009-10	99	6	47	47
African American	2008-09	>99%	23	59	17
	2009-10	>99%	20	62	17
Hispanic	2008-09	99	20	59	21
	2009-10	>99%	18	61	20
White	2008-09	>99%	8	52	40
	2009-10	>99%	7	53	40
Female	2008-09	99	14	55	31
	2009-10	>99%	13	58	29
Male	2008-09	99	19	57	25
	2009-10	>99%	16	59	26
Special Education	2008-09	99	31	58	11
	2009-10	99	24	61	15
Limited English Proficient	2008-09	98	26	59	15
	2009-10	99	25	59	16
Economically Disadvantaged	2008-09	99	22	60	18
	2009-10	>99%	19	62	18
Migrant	2008-09	98	28	58	14
	2009-10	98	28	60	12

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Grade 4 Mathematics

		% Tested (In State)	Percent of Students in State at Each Achievement Level		
			% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year				
All Students	2008-09	>99%	15	47	38
	2009-10	>99%	13	51	36
Native American	2008-09	>99%	15	47	38
	2009-10	>99%	13	51	36
Asian/Pacific Islander	2008-09	>99%	5	27	68
	2009-10	>99%	4	30	66
African American	2008-09	>99%	24	52	24
	2009-10	>99%	20	57	22
Hispanic	2008-09	>99%	17	50	33
	2009-10	>99%	15	54	31
White	2008-09	>99%	9	42	49
	2009-10	>99%	8	47	45
Female	2008-09	>99%	15	47	38
	2009-10	>99%	13	52	36
Male	2008-09	>99%	15	47	38
	2009-10	>99%	13	51	36
Special Education	2008-09	>99%	29	54	17
	2009-10	>99%	22	57	21
Limited English Proficient	2008-09	>99%	21	51	29
	2009-10	>99%	18	55	27
Economically Disadvantaged	2008-09	>99%	20	51	29
	2009-10	>99%	17	55	28
Migrant	2008-09	>99%	22	52	26
	2009-10	>99%	20	57	22

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Grade 5 Reading

		% Tested (In State)	Percent of Students in State at Each Achievement Level		
			% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year				
All Students	2008-09	>99%	11	60	29
	2009-10	>99%	9	59	32
Native American	2008-09	>99%	11	62	28
	2009-10	>99%	6	57	36
Asian/Pacific Islander	2008-09	>99%	5	46	49
	2009-10	99	5	41	54
African American	2008-09	>99%	15	65	20
	2009-10	>99%	11	64	24
Hispanic	2008-09	>99%	15	65	20
	2009-10	>99%	12	64	24
White	2008-09	>99%	5	53	42
	2009-10	>99%	4	52	45
Female	2008-09	>99%	10	59	31
	2009-10	>99%	8	57	36
Male	2008-09	>99%	12	62	26
	2009-10	>99%	10	62	29
Special Education	2008-09	>99%	22	66	13
	2009-10	>99%	14	71	15
Limited English Proficient	2008-09	99	28	63	9
	2009-10	99	24	65	11
Economically Disadvantaged	2008-09	>99%	16	66	18
	2009-10	>99%	12	65	22
Migrant	2008-09	99	24	65	11
	2009-10	99	19	66	15

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Grade 5 Mathematics

		% Tested (In State)	Percent of Students in State at Each Achievement Level		
			% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year				
All Students	2008-09	>99%	10	47	42
	2009-10	>99%	9	51	40
Native American	2008-09	>99%	12	49	40
	2009-10	>99%	8	51	41
Asian/Pacific Islander	2008-09	>99%	3	25	72
	2009-10	>99%	4	25	71
African American	2008-09	>99%	17	55	28
	2009-10	>99%	14	59	26
Hispanic	2008-09	>99%	13	50	37
	2009-10	>99%	10	55	34
White	2008-09	>99%	5	42	53
	2009-10	>99%	4	44	51
Female	2008-09	>99%	10	47	42
	2009-10	>99%	9	52	40
Male	2008-09	>99%	10	47	43
	2009-10	>99%	9	51	41
Special Education	2008-09	>99%	22	59	20
	2009-10	>99%	16	65	19
Limited English Proficient	2008-09	>99%	22	54	24
	2009-10	>99%	18	60	22
Economically Disadvantaged	2008-09	>99%	14	52	33
	2009-10	>99%	12	57	31
Migrant	2008-09	>99%	19	53	28
	2009-10	>99%	15	58	26

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Grade 5 Science

		% Tested (In State)	Percent of Students in State at Each Achievement Level		
			% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year				
All Students	2008-09	99	18	42	40
	2009-10	99	14	44	42
Native American	2008-09	98	15	41	44
	2009-10	99	10	40	50
Asian/Pacific Islander	2008-09	99	8	29	63
	2009-10	99	7	28	65
African American	2008-09	99	27	47	26
	2009-10	99	22	52	27
Hispanic	2008-09	99	23	46	31
	2009-10	99	18	48	34
White	2008-09	99	8	36	56
	2009-10	99	6	36	57
Female	2008-09	99	20	44	35
	2009-10	99	16	46	38
Male	2008-09	99	16	40	45
	2009-10	99	12	42	46
Special Education	2008-09	98	39	44	17
	2009-10	99	34	48	19
Limited English Proficient	2008-09	99	39	44	17
	2009-10	99	32	49	19
Economically Disadvantaged	2008-09	99	25	46	29
	2009-10	99	19	49	32
Migrant	2008-09	99	33	45	22
	2009-10	99	24	49	26

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Grade 6 Reading

		% Tested (In State)	Percent of Students in State at Each Achievement Level		
			% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year				
All Students	2008-09	99	10	49	41
	2009-10	>99%	15	54	31
Native American	2008-09	99	8	46	46
	2009-10	99	12	57	31
Asian/Pacific Islander	2008-09	99	4	33	63
	2009-10	>99%	6	40	54
African American	2008-09	>99%	13	56	31
	2009-10	>99%	18	58	24
Hispanic	2008-09	99	13	55	31
	2009-10	>99%	19	58	23
White	2008-09	>99%	4	39	57
	2009-10	>99%	8	48	44
Female	2008-09	99	9	49	42
	2009-10	>99%	12	53	35
Male	2008-09	99	11	49	40
	2009-10	>99%	17	55	28
Special Education	2008-09	99	27	61	12
	2009-10	99	29	59	12
Limited English Proficient	2008-09	97	32	58	10
	2009-10	98	41	52	7
Economically Disadvantaged	2008-09	99	14	57	29
	2009-10	>99%	20	59	21
Migrant	2008-09	98	22	57	20
	2009-10	98	31	56	13

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Grade 6 Mathematics

		% Tested (In State)	Percent of Students in State at Each Achievement Level		
			% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year				
All Students	2008-09	>99%	21	45	34
	2009-10	>99%	18	52	30
Native American	2008-09	>99%	19	45	35
	2009-10	>99%	19	53	29
Asian/Pacific Islander	2008-09	>99%	6	26	68
	2009-10	>99%	5	32	63
African American	2008-09	>99%	31	48	21
	2009-10	>99%	28	54	18
Hispanic	2008-09	>99%	25	48	27
	2009-10	>99%	22	55	23
White	2008-09	>99%	12	41	46
	2009-10	>99%	11	50	40
Female	2008-09	>99%	20	45	35
	2009-10	>99%	18	52	30
Male	2008-09	>99%	22	45	34
	2009-10	>99%	19	52	29
Special Education	2008-09	99	41	49	10
	2009-10	>99%	36	53	12
Limited English Proficient	2008-09	99	39	47	14
	2009-10	>99%	35	53	12
Economically Disadvantaged	2008-09	>99%	27	48	24
	2009-10	>99%	24	55	21
Migrant	2008-09	>99%	34	47	19
	2009-10	>99%	31	52	17

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Grade 7 Reading

		% Tested (In State)	Percent of Students in State at Each Achievement Level		
			% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year				
All Students	2008-09	99	16	55	28
	2009-10	99	15	57	28
Native American	2008-09	99	13	57	30
	2009-10	99	13	59	29
Asian/Pacific Islander	2008-09	99	7	42	51
	2009-10	>99%	7	42	52
African American	2008-09	99	21	59	20
	2009-10	>99%	19	62	19
Hispanic	2008-09	99	22	58	20
	2009-10	99	20	62	19
White	2008-09	99	9	52	39
	2009-10	>99%	7	50	42
Female	2008-09	99	14	54	32
	2009-10	>99%	13	56	31
Male	2008-09	99	19	57	24
	2009-10	99	17	58	25
Special Education	2008-09	99	39	54	7
	2009-10	99	33	58	9
Limited English Proficient	2008-09	97	52	44	4
	2009-10	98	47	49	4
Economically Disadvantaged	2008-09	99	23	59	18
	2009-10	99	21	62	17
Migrant	2008-09	98	33	56	11
	2009-10	98	34	56	10

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Grade 7 Mathematics

		% Tested (In State)	Percent of Students in State at Each Achievement Level		
			% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year				
All Students	2008-09	>99%	22	59	19
	2009-10	>99%	20	58	22
Native American	2008-09	99	22	59	19
	2009-10	99	19	60	21
Asian/Pacific Islander	2008-09	>99%	7	44	49
	2009-10	>99%	6	39	55
African American	2008-09	>99%	34	57	9
	2009-10	>99%	31	57	12
Hispanic	2008-09	>99%	27	61	12
	2009-10	>99%	23	60	16
White	2008-09	>99%	13	60	27
	2009-10	>99%	12	57	31
Female	2008-09	>99%	21	60	19
	2009-10	>99%	20	58	22
Male	2008-09	99	23	59	18
	2009-10	>99%	20	58	22
Special Education	2008-09	99	44	49	7
	2009-10	99	36	53	11
Limited English Proficient	2008-09	99	45	50	5
	2009-10	99	41	52	7
Economically Disadvantaged	2008-09	99	29	60	11
	2009-10	>99%	26	60	14
Migrant	2008-09	99	33	58	8
	2009-10	99	32	56	11

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Grade 8 Reading

		% Tested (In State)	Percent of Students in State at Each Achievement Level		
			% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year				
All Students	2008-09	>99%	6	49	46
	2009-10	>99%	6	50	44
Native American	2008-09	>99%	4	49	47
	2009-10	99	5	49	46
Asian/Pacific Islander	2008-09	>99%	4	30	67
	2009-10	>99%	5	32	64
African American	2008-09	>99%	7	57	37
	2009-10	>99%	8	58	34
Hispanic	2008-09	>99%	8	55	37
	2009-10	>99%	9	56	35
White	2008-09	>99%	2	40	58
	2009-10	>99%	2	40	58
Female	2008-09	>99%	5	45	50
	2009-10	>99%	5	47	48
Male	2008-09	>99%	7	52	41
	2009-10	>99%	7	53	40
Special Education	2008-09	99	18	70	12
	2009-10	99	17	68	15
Limited English Proficient	2008-09	98	33	59	8
	2009-10	98	34	59	7
Economically Disadvantaged	2008-09	>99%	9	57	34
	2009-10	>99%	9	58	32
Migrant	2008-09	99	15	61	23
	2009-10	99	17	60	23

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Student Achievement results are rounded to the nearest whole percent.

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Grade 8 Mathematics

		% Tested (In State)	Percent of Students in State at Each Achievement Level		
			% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year				
All Students	2008-09	>99%	17	60	23
	2009-10	>99%	14	64	22
Native American	2008-09	>99%	15	62	23
	2009-10	>99%	15	65	20
Asian/Pacific Islander	2008-09	>99%	5	39	55
	2009-10	>99%	5	39	56
African American	2008-09	>99%	27	61	12
	2009-10	>99%	21	67	11
Hispanic	2008-09	>99%	20	62	17
	2009-10	>99%	17	67	16
White	2008-09	>99%	8	59	32
	2009-10	>99%	7	63	31
Female	2008-09	>99%	17	61	23
	2009-10	>99%	13	65	22
Male	2008-09	>99%	17	60	23
	2009-10	>99%	14	64	22
Special Education	2008-09	>99%	34	59	7
	2009-10	>99%	28	64	8
Limited English Proficient	2008-09	99	43	51	6
	2009-10	99	37	57	6
Economically Disadvantaged	2008-09	>99%	23	62	15
	2009-10	>99%	19	67	14
Migrant	2008-09	>99%	28	59	13
	2009-10	>99%	25	64	12

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Grade 8 Science

		% Tested (In State)	Percent of Students in State at Each Achievement Level		
			% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year				
All Students	2008-09	98	29	48	23
	2009-10	99	23	48	28
Native American	2008-09	98	24	48	28
	2009-10	99	21	49	30
Asian/Pacific Islander	2008-09	99	12	41	46
	2009-10	>99%	10	36	54
African American	2008-09	99	42	47	11
	2009-10	99	34	51	15
Hispanic	2008-09	98	37	49	14
	2009-10	99	30	50	20
White	2008-09	99	14	48	38
	2009-10	99	12	46	42
Female	2008-09	99	31	48	20
	2009-10	99	26	50	24
Male	2008-09	98	26	48	26
	2009-10	99	21	47	32
Special Education	2008-09	98	50	43	6
	2009-10	98	42	51	8
Limited English Proficient	2008-09	97	69	29	2
	2009-10	98	61	35	4
Economically Disadvantaged	2008-09	98	39	48	13
	2009-10	99	32	50	18
Migrant	2008-09	98	48	44	7
	2009-10	99	40	47	13

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Student Achievement results are rounded to the nearest whole percent.

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Grade 10 English Language Arts

		% Tested (In State)	Percent of Students in State at Each Achievement Level		
			% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year				
All Students	2008-09	99	13	69	18
	2009-10	99	10	73	16
Native American	2008-09	99	10	71	19
	2009-10	98	9	75	16
Asian/Pacific Islander	2008-09	99	7	56	37
	2009-10	99	7	60	33
African American	2008-09	99	17	71	11
	2009-10	99	14	76	10
Hispanic	2008-09	99	18	70	12
	2009-10	99	13	76	11
White	2008-09	99	7	67	26
	2009-10	99	6	70	24
Female	2008-09	99	10	69	22
	2009-10	99	7	73	20
Male	2008-09	99	16	69	15
	2009-10	99	14	73	13
Special Education	2008-09	98	38	55	7
	2009-10	98	33	58	8
Limited English Proficient	2008-09	97	55	43	2
	2009-10	97	50	48	2
Economically Disadvantaged	2008-09	99	19	70	11
	2009-10	99	15	76	9
Migrant	2008-09	98	24	69	8
	2009-10	98	19	74	7

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Grade 10 Mathematics

		% Tested (In State)	Percent of Students in State at Each Achievement Level		
			% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year				
All Students	2008-09	99	35	50	14
	2009-10	99	26	57	17
Native American	2008-09	98	31	55	14
	2009-10	98	26	58	16
Asian/Pacific Islander	2008-09	>99%	12	45	43
	2009-10	>99%	10	44	46
African American	2008-09	98	51	44	5
	2009-10	98	39	54	7
Hispanic	2008-09	98	43	48	9
	2009-10	99	31	57	11
White	2008-09	99	23	56	21
	2009-10	99	17	58	25
Female	2008-09	99	35	51	14
	2009-10	99	26	58	16
Male	2008-09	99	36	49	15
	2009-10	99	27	55	18
Special Education	2008-09	98	61	37	2
	2009-10	98	49	47	4
Limited English Proficient	2008-09	98	68	30	2
	2009-10	98	58	38	4
Economically Disadvantaged	2008-09	98	46	47	7
	2009-10	99	34	56	10
Migrant	2008-09	98	50	44	6
	2009-10	98	35	56	9

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Grade 10 Science

		% Tested (In State)	Percent of Students in State at Each Achievement Level		
			% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year				
All Students	2008-09	98	35	53	13
	2009-10	98	27	56	17
Native American	2008-09	98	25	60	14
	2009-10	97	23	60	17
Asian/Pacific Islander	2008-09	99	16	53	32
	2009-10	99	12	48	40
African American	2008-09	97	50	46	5
	2009-10	98	39	53	8
Hispanic	2008-09	97	46	48	6
	2009-10	98	35	55	10
White	2008-09	98	18	60	22
	2009-10	99	14	60	27
Female	2008-09	98	38	52	10
	2009-10	98	29	57	14
Male	2008-09	98	32	53	16
	2009-10	98	25	55	20
Special Education	2008-09	96	59	36	4
	2009-10	97	55	38	7
Limited English Proficient	2008-09	96	79	20	1
	2009-10	97	71	27	2
Economically Disadvantaged	2008-09	97	48	47	6
	2009-10	98	37	54	9
Migrant	2008-09	96	58	38	3
	2009-10	98	45	49	6

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Part II a. – State Level: Comparison Between Student Achievement and the State Academic Expectations as Measured by Adequate Yearly Progress (AYP)

January 31, 2011

		Reading/Language Arts		Mathematics		Additional Academic Indicators		
		Percent Tested	Percent Met Standard (Proficient) & Commended (Advanced)	Percent Tested	Percent Met Standard (Proficient) & Commended (Advanced)	Four-year Graduation Rate	Five-year Graduation Rate	Attendance Rate
		Target: 95%	'09 Target: 67% '10 Target: 73%	Target: 95%	'09 Target: 58% '10 Target: 67%	'09 Target: 70% '10 Target: 75%	'09 Target: n/a '10 Target: 80%	Target: 90%
		State	State	State	State	State	State	State
Student Group	Year							
All Students	2008-09	99	88	>99%	81	79.1	-	95.5
	2009-10	>99%	88	>99%	84	80.6	83.4	95.6
Native American	2008-09	99	91	99	83	81.7	-	94.8
	2009-10	99	91	99	85	80.3	86.6	95.0
Asian/Pacific Islander	2008-09	99	95	>99%	94	91.2	-	97.5
	2009-10	99	94	>99%	95	92.4	94.2	97.5
African American	2008-09	>99%	84	>99%	70	71.8	-	95.1
	2009-10	>99%	84	>99%	75	73.8	76.5	95.2
Hispanic	2008-09	99	85	>99%	77	70.8	-	95.4
	2009-10	99	85	>99%	81	73.5	77.0	95.5
White	2008-09	>99%	94	>99%	89	88.8	-	95.6
	2009-10	>99%	94	>99%	91	89.7	91.1	95.7
Female	2008-09	99	90	>99%	81	81.4	-	95.5
	2009-10	>99%	90	>99%	84	82.9	85.0	95.6
Male	2008-09	99	86	>99%	81	76.8	-	95.5
	2009-10	99	86	>99%	83	78.3	81.8	95.6

(Continued)

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

Student Achievement results are rounded to the nearest whole percent. Additional Academic Indicators (Graduation and Attendance Rate) are rounded to the nearest one-tenth of a percent (one decimal place).

Special formats (*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

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Part II a. – State Level: Comparison Between Student Achievement and the State Academic Expectations as Measured by Adequate Yearly Progress (AYP)

January 31, 2011

		Reading/Language Arts		Mathematics		Additional Academic Indicators		
		Percent Tested	Percent Met Standard (Proficient) & Commended (Advanced)	Percent Tested	Percent Met Standard (Proficient) & Commended (Advanced)	Four-year Graduation Rate	Five-year Graduation Rate	Attendance Rate
		Target: 95%	'10 Target: 73%	Target: 95%	'10 Target: 67%	'10 Target: 75%	'10 Target: 80%	Target: 90%
State	State	State	State	State	State	State		
Student Group	Year							
Special Education	2008-09	99	65	99	57	69.8	-	94.0
	2009-10	99	66	99	61	71.8	77.3	94.1
Limited English Proficient	2008-09	98	76	99	74	44.2	-	96.4
	2009-10	99	77	>99%	78	56.9	63.8	96.5
Economically Disadvantaged	2008-09	99	83	>99%	75	70.4	-	95.2
	2009-10	99	83	>99%	79	78.3	76.6	95.3
Migrant	2008-09	98	76	99	70	66.3	-	94.1
	2009-10	98	75	99	74	69.3	72.3	94.1

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Student Achievement results are rounded to the nearest whole percent. Additional Academic Indicators (Graduation and Attendance Rate) are rounded to the nearest one-tenth of a percent (one decimal place).

Special formats (*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part II a. of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

Part II b. - State Level: Number of Recently Arrived LEP Students Who Are Not Assessed on the State's Reading/ELA Test*

January 31, 2011

	State
Year	
2008-09	9,888
2009-10	9,166

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

**The number of recent immigrant Limited English Proficient (LEP) students in their first year of enrollment in US schools assessed on the Texas English Language Proficiency Assessment System (TELPAS) and not on Texas Assessment of Knowledge and Skills (TAKS) Reading/Language Arts.*

Questions regarding Part II b. of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

Part IV a. - State Level: Professional Qualifications of All Public Elementary and Secondary Teachers, As Defined by the State (Teacher Degree)

January 31, 2011

Teacher Degree	Bachelors	Masters	Doctorate
Year			
2008-09	77.7	20.9	0.5
2009-10	77.3	21.3	0.5

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

Percent of Teachers are rounded to the nearest one-tenth of a percent (one decimal place).

Percentages reported by Teacher Degree may not sum to 100% either or due to rounding or because the category “teachers with no degree” is not reported.

A dash (-) indicates data are not reported; 'n/a' indicates that the data are not available or applicable.

Questions regarding Part IV a. of the NCLB Report Card should be directed to the Division of NCLB Program Coordination. Contact us at (512) 463-9374 or nclb@tea.state.tx.us.

Part IV b. - State Level: Percent of Public Elementary and Secondary Teachers With Emergency/Provisional Credentials

January 31, 2011

	%
Year	
2008-09	0.61
2009-10	0.40

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

Percent of Teachers are rounded to the nearest one-hundredth of a percent (two decimal places).

A dash (-) indicates data are not reported; 'n/a' indicates that the data are not available or applicable.

Questions regarding Part IV b. of the NCLB Report Card should be directed to the Division of NCLB Program Coordination. Contact us at (512) 463-9374 or nclb@tea.state.tx.us.

Part IV c. - State Level: Percent of Classes Not Taught by Highly Qualified Teachers by High Poverty Compared to Low Poverty Campuses

January 31, 2011

	%	High Poverty Schools	Low Poverty Schools
Year			
2008-09	0.81	0.99	0.33
2009-10	0.63	0.91	0.31

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

Percent of Classes are rounded to the nearest one-hundredth of a percent (two decimal places).

A dash (-) indicates data are not reported; 'n/a' indicates that the data are not available or applicable.

Questions regarding Part IV c. of the NCLB Report Card should be directed to the Division of NCLB Program Coordination. Contact us at (512) 463-9374 or nclb@tea.state.tx.us.

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 4	Reading	Overall	35	65	28	6
		American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	52	22
		Black	42	58	20	2
		Hispanic	46	54	18	2
		White	20	80	43	11
		Students with Disabilities	71	29	6	1
		English Language Learner	63	37	8	n/a
		National School Lunch Program	46	54	17	2
	Math	Overall	15	85	38	4
		American Indian	n/a	n/a	n/a	n/a
		Asian	4	96	71	17
		Black	21	79	23	1
		Hispanic	20	80	26	1
		White	5	95	61	9
Grade 8	Reading	Overall	27	73	27	2
		American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	53	7
		Black	39	61	13	n/a
		Hispanic	36	64	17	1
		White	14	86	42	3
		Students with Disabilities	70	30	4	n/a
		English Language Learner	80	20	1	n/a
		National School Lunch Program	38	62	15	n/a
	Math	Overall	22	78	36	8
		American Indian	n/a	n/a	n/a	n/a

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

'n/a' indicates reporting standards not met; sample size is insufficient to permit a reliable estimate.

For information on the National Assessment of Educational Progress (NAEP) results and sample, please see

- <http://nces.ed.gov/nationsreportcard/aboutnaep.asp>.

Questions regarding Part V a. of the NCLB Report Card should be directed to the Student Assessment Division. Contact us at (512) 463-9536 or Student.Assessment@tea.state.tx.us.

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		Asian	8	92	67	31
		Black	34	66	17	2
		Hispanic	30	70	25	2
		White	11	89	54	16
		Students with Disabilities	59	41	14	3
		English Language Learner	59	41	6	1
		National School Lunch Program	31	69	23	2

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'n/a' indicates reporting standards not met; sample size is insufficient to permit a reliable estimate.

For information on the National Assessment of Educational Progress (NAEP) results and sample, please see

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Questions regarding Part V a. of the NCLB Report Card should be directed to the Student Assessment Division. Contact us at (512) 463-9536 or Student.Assessment@tea.state.tx.us.

Part V b. – State Level: 2009 Participation Rates for Students with Disabilities and Limited English Proficient students

January 31, 2011

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	51.47
		Limited English Proficient	71.95
	Math	Students with Disabilities	72.13
		Limited English Proficient	95.50
Grade 8	Reading	Students with Disabilities	61.42
		Limited English Proficient	82.12
	Math	Students with Disabilities	61.33
		Limited English Proficient	89.11

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