

**Part I – Campus Level: Student Performance for Each District and Campus Compared to the State, Percent of Students Tested, Student Achievement by Proficiency Level, 2008-09, 2009-10,**

January 31, 2011

**For GUS BIRDWELL EL (098904101) SPEARMAN ISD**

**Grade 3 Reading**

Student Group	Year	Campus % of Students Met Standard (Proficient) and Commended (Advanced)	District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In Campus)	Percent of Students in Campus at Each Achievement Level		
						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
All Students	2008-09	*	*	93	>99%	*	*	*
	2009-10	89	89	91	>99%	11	65	24
Native American	2008-09	*	*	94	*	*	*	*
	2009-10	*	*	92	*	*	*	*
Asian/Pacific Islander	2008-09	*	*	97	*	*	*	*
	2009-10	*	*	96	*	*	*	*
African American	2008-09	*	*	88	*	*	*	*
	2009-10	*	*	86	*	*	*	*
Hispanic	2008-09	*	*	91	>99%	*	*	*
	2009-10	86	86	89	>99%	14	63	23
White	2008-09	*	*	97	>99%	*	*	*
	2009-10	*	*	96	>99%	*	*	*
Female	2008-09	*	*	94	>99%	*	*	*
	2009-10	91	91	92	>99%	9	71	20
Male	2008-09	*	*	92	>99%	*	*	*
	2009-10	86	86	90	>99%	14	58	28
Special Education	2008-09	*	*	85	*	*	*	*
	2009-10	*	*	84	*	*	*	*

(Continued)

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*Student Achievement results are rounded to the nearest whole percent.*

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January 31, 2011

**For GUS BIRDWELL EL (098904101) SPEARMAN ISD**

**Grade 3 Reading**

		Campus % of Students Met Standard (Proficient) and Commended (Advanced)	District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In Campus)	Percent of Students in Campus at Each Achievement Level		
						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year							
Limited English Proficient	2008-09	*	*	89	>99%	*	*	*
	2009-10	68	68	87	>99%	32	58	11
Economically Disadvantaged	2008-09	*	*	90	>99%	*	*	*
	2009-10	86	86	88	>99%	14	65	21
Migrant	2008-09	*	*	84	*	*	*	*
	2009-10	*	*	82	*	*	*	*

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**For GUS BIRDWELL EL (098904101) SPEARMAN ISD**

**Grade 3 Mathematics**

Student Group	Year	Campus % of Students Met Standard (Proficient) and Commended (Advanced)	District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In Campus)	Percent of Students in Campus at Each Achievement Level		
						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
All Students	2008-09	87	87	83	>99%	13	65	22
	2009-10	67	67	85	>99%	33	54	13
Native American	2008-09	*	*	86	*	*	*	*
	2009-10	*	*	86	*	*	*	*
Asian/Pacific Islander	2008-09	*	*	95	*	*	*	*
	2009-10	*	*	95	*	*	*	*
African American	2008-09	*	*	74	*	*	*	*
	2009-10	*	*	77	*	*	*	*
Hispanic	2008-09	85	85	80	>99%	15	65	20
	2009-10	61	61	82	>99%	39	52	9
White	2008-09	90	90	91	>99%	10	65	25
	2009-10	88	88	92	>99%	13	63	25
Female	2008-09	85	85	83	>99%	15	59	26
	2009-10	69	69	85	>99%	31	67	3
Male	2008-09	88	88	84	>99%	12	70	18
	2009-10	64	64	85	>99%	36	42	22
Special Education	2008-09	*	*	74	*	*	*	*
	2009-10	*	*	76	*	*	*	*

(Continued)

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**Grade 3 Mathematics**

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						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year							
Limited English Proficient	2008-09	*	*	79	>99%	*	*	*
	2009-10	37	37	81	>99%	63	32	5
Economically Disadvantaged	2008-09	85	85	78	>99%	15	68	18
	2009-10	61	61	80	>99%	39	53	9
Migrant	2008-09	*	*	75	*	*	*	*
	2009-10	*	*	77	*	*	*	*

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**Grade 4 Reading**

Student Group	Year	Campus % of Students Met Standard (Proficient) and Commended (Advanced)	District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In Campus)	Percent of Students in Campus at Each Achievement Level		
						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
All Students	2008-09	77	77	84	>99%	23	57	21
	2009-10	91	91	86	>99%	9	70	21
Native American	2008-09	*	*	86	*	*	*	*
	2009-10	*	*	89	*	*	*	*
Asian/Pacific Islander	2008-09	*	*	93	*	*	*	*
	2009-10	*	*	94	*	*	*	*
African American	2008-09	*	*	77	*	*	*	*
	2009-10	*	*	80	*	*	*	*
Hispanic	2008-09	68	68	80	>99%	32	65	3
	2009-10	88	88	82	>99%	13	73	15
White	2008-09	91	91	92	>99%	9	45	45
	2009-10	*	*	93	>99%	*	*	*
Female	2008-09	77	77	86	>99%	23	68	9
	2009-10	92	92	87	>99%	8	69	23
Male	2008-09	77	77	81	>99%	23	48	29
	2009-10	90	90	84	>99%	10	70	20
Special Education	2008-09	80	80	69	>99%	20	60	20
	2009-10	*	*	76	*	*	*	*

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						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year							
Limited English Proficient	2008-09	29	29	74	>99%	71	14	14
	2009-10	*	*	75	>99%	*	*	*
Economically Disadvantaged	2008-09	68	68	78	>99%	32	64	4
	2009-10	92	92	81	>99%	8	79	13
Migrant	2008-09	*	*	72	*	*	*	*
	2009-10	*	*	72	*	*	*	*

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**Grade 4 Mathematics**

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						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
All Students	2008-09	85	85	85	>99%	15	55	30
	2009-10	96	96	87	>99%	4	61	36
Native American	2008-09	*	*	85	*	*	*	*
	2009-10	*	*	87	*	*	*	*
Asian/Pacific Islander	2008-09	*	*	95	*	*	*	*
	2009-10	*	*	96	*	*	*	*
African American	2008-09	*	*	76	*	*	*	*
	2009-10	*	*	80	*	*	*	*
Hispanic	2008-09	77	77	83	>99%	23	61	16
	2009-10	95	95	85	>99%	5	68	28
White	2008-09	95	95	91	>99%	5	45	50
	2009-10	*	*	92	>99%	*	*	*
Female	2008-09	82	82	85	>99%	18	55	27
	2009-10	96	96	87	>99%	4	62	35
Male	2008-09	87	87	85	>99%	13	55	32
	2009-10	97	97	87	>99%	3	60	37
Special Education	2008-09	80	80	71	>99%	20	*	*
	2009-10	*	*	78	*	*	*	*

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						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Limited English Proficient	2008-09	43	43	79	>99%	57	*	*
	2009-10	*	*	82	>99%	*	*	*
Economically Disadvantaged	2008-09	82	82	80	>99%	18	64	18
	2009-10	97	97	83	>99%	3	71	26
Migrant	2008-09	*	*	78	*	*	*	*
	2009-10	*	*	80	*	*	*	*

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**Grade 5 Reading**

Student Group	Year	Campus % of Students Met Standard (Proficient) and Commended (Advanced)	District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In Campus)	Percent of Students in Campus at Each Achievement Level		
						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
All Students	2008-09	89	89	89	>99%	11	69	20
	2009-10	91	91	91	>99%	9	74	17
Native American	2008-09	*	*	89	*	*	*	*
	2009-10	*	*	94	*	*	*	*
Asian/Pacific Islander	2008-09	*	*	95	*	*	*	*
	2009-10	*	*	95	*	*	*	*
African American	2008-09	*	*	85	*	*	*	*
	2009-10	*	*	89	*	*	*	*
Hispanic	2008-09	90	90	85	>99%	10	72	17
	2009-10	83	83	88	>99%	17	73	10
White	2008-09	88	88	95	>99%	13	63	25
	2009-10	*	*	96	>99%	*	*	*
Female	2008-09	83	83	90	>99%	17	63	21
	2009-10	90	90	92	>99%	10	86	5
Male	2008-09	95	95	88	>99%	5	76	19
	2009-10	91	91	90	>99%	9	66	25
Special Education	2008-09	*	*	78	*	*	*	*
	2009-10	*	*	86	>99%	*	*	*

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						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year							
Limited English Proficient	2008-09	71	71	72	>99%	29	*	*
	2009-10	56	56	76	>99%	44	33	22
Economically Disadvantaged	2008-09	84	84	84	>99%	16	76	8
	2009-10	83	83	88	>99%	17	73	10
Migrant	2008-09	*	*	76	*	*	*	*
	2009-10	*	*	81	*	*	*	*

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						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
All Students	2008-09	91	91	90	>99%	9	56	36
	2009-10	94	94	91	>99%	6	60	34
Native American	2008-09	*	*	88	*	*	*	*
	2009-10	*	*	92	*	*	*	*
Asian/Pacific Islander	2008-09	*	*	97	*	*	*	*
	2009-10	*	*	96	*	*	*	*
African American	2008-09	*	*	83	*	*	*	*
	2009-10	*	*	86	*	*	*	*
Hispanic	2008-09	93	93	87	>99%	7	62	31
	2009-10	90	90	90	>99%	10	70	20
White	2008-09	88	88	95	>99%	13	44	44
	2009-10	*	*	96	>99%	*	*	*
Female	2008-09	83	83	90	>99%	17	50	33
	2009-10	90	90	91	>99%	10	71	19
Male	2008-09	*	*	90	>99%	*	*	*
	2009-10	97	97	91	>99%	3	53	44
Special Education	2008-09	*	*	78	*	*	*	*
	2009-10	*	*	84	>99%	*	*	*

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						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year							
Limited English Proficient	2008-09	86	86	78	>99%	14	*	*
	2009-10	78	78	82	>99%	22	67	11
Economically Disadvantaged	2008-09	92	92	86	>99%	8	64	28
	2009-10	93	93	88	>99%	7	73	20
Migrant	2008-09	*	*	81	*	*	*	*
	2009-10	*	*	85	*	*	*	*

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**Grade 5 Science**

Student Group	Year	Campus % of Students Met Standard (Proficient) and Commended (Advanced)	District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In Campus)	Percent of Students in Campus at Each Achievement Level		
						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
All Students	2008-09	87	87	82	>99%	13	47	40
	2009-10	83	83	86	>99%	17	43	40
Native American	2008-09	*	*	85	*	*	*	*
	2009-10	*	*	90	*	*	*	*
Asian/Pacific Islander	2008-09	*	*	92	*	*	*	*
	2009-10	*	*	93	*	*	*	*
African American	2008-09	*	*	73	*	*	*	*
	2009-10	*	*	78	*	*	*	*
Hispanic	2008-09	89	89	77	>99%	11	57	32
	2009-10	73	73	82	>99%	27	47	27
White	2008-09	88	88	92	>99%	13	31	56
	2009-10	96	96	94	>99%	4	39	57
Female	2008-09	75	75	80	>99%	25	42	33
	2009-10	71	71	84	>99%	29	48	24
Male	2008-09	*	*	84	>99%	*	*	*
	2009-10	91	91	88	>99%	9	41	50
Special Education	2008-09	*	*	61	*	*	*	*
	2009-10	*	*	66	>99%	*	*	*

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**Grade 5 Science**

Student Group	Year	Campus % of Students Met Standard (Proficient) and Commended (Advanced)	District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In Campus)	Percent of Students in Campus at Each Achievement Level		
						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Limited English Proficient	2008-09	57	57	61	>99%	43	*	*
	2009-10	44	44	68	>99%	56	22	22
Economically Disadvantaged	2008-09	84	84	75	>99%	16	56	28
	2009-10	77	77	81	>99%	23	50	27
Migrant	2008-09	*	*	67	*	*	*	*
	2009-10	*	*	76	*	*	*	*

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.

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

Questions regarding Part I 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](mailto:performance.reporting@tea.state.tx.us).