

**Part I -- Campus Level: Student performance for each district and campus compared to the state as a whole, % of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For EMILE EL ( 011901101 )**

## Grade 3 Reading

Student Groups	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	2007-08	95	93	92	>99%	5	36	59
	2008-09	94	92	93	>99%	6	52	42
American Indian	2007-08	*	83	94	*	*	*	*
	2008-09	*	*	94	*	*	*	*
Asian	2007-08	*	*	97	*	*	*	*
	2008-09	*	*	97	*	*	*	*
Black	2007-08	85	89	89	>99%	15	62	23
	2008-09	88	87	88	>99%	13	75	13
Hispanic	2007-08	93	91	90	>99%	7	33	59
	2008-09	*	89	91	>99%	*	*	*
White	2007-08	98	97	97	>99%	2	33	66
	2008-09	94	97	97	>99%	6	42	52
Female	2007-08	91	95	94	>99%	9	34	57
	2008-09	98	96	94	>99%	2	53	44
Male	2007-08	98	92	91	>99%	2	37	61
	2008-09	91	89	92	>99%	9	51	40
Special Education	2007-08	86	77	78	>99%	14	50	36
	2008-09	79	77	85	>99%	21	50	29
LEP	2007-08	*	90	88	*	*	*	*
	2008-09	*	86	89	*	*	*	*
Economically Disadvantaged	2007-08	92	91	89	>99%	8	50	42
	2008-09	89	89	90	>99%	11	61	28

(Continued)

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**Grade 3 Reading**

Student Groups	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)
Migrant	2007-08	*	90	84	*	*	*	*
	2008-09	*	63	84	*	*	*	*

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## Grade 3 Mathematics

Student Groups	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	2007-08	92	84	82	>99%	8	51	42
	2008-09	84	81	83	>99%	16	52	32
American Indian	2007-08	*	83	83	*	*	*	*
	2008-09	*	*	86	*	*	*	*
Asian	2007-08	*	*	94	*	*	*	*
	2008-09	*	*	95	*	*	*	*
Black	2007-08	77	74	71	>99%	23	69	8
	2008-09	69	64	74	>99%	31	56	13
Hispanic	2007-08	92	82	80	>99%	8	58	35
	2008-09	77	75	80	>99%	23	69	8
White	2007-08	95	89	90	>99%	5	46	49
	2008-09	89	90	91	>99%	11	47	42
Female	2007-08	89	84	82	>99%	11	55	34
	2008-09	75	79	83	>99%	25	41	34
Male	2007-08	95	84	83	>99%	5	47	47
	2008-09	92	83	84	>99%	8	62	31
Special Education	2007-08	93	62	68	>99%	7	64	29
	2008-09	71	59	74	>99%	29	64	7
LEP	2007-08	*	84	78	*	*	*	*
	2008-09	*	72	79	*	*	*	*
Economically Disadvantaged	2007-08	87	79	77	>99%	13	58	29
	2008-09	73	75	78	>99%	27	49	24

(Continued)

**Part I -- Campus Level: Student performance for each district and campus compared to the state as a whole, % of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For EMILE EL ( 011901101 )**

**Grade 3 Mathematics**

Student Groups	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)
Migrant	2007-08	*	*	73	*	*	*	*
	2008-09	*	50	75	*	*	*	*

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## Grade 4 Reading

Student Groups	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	2007-08	87	79	82	>99%	13	61	26
	2008-09	90	82	84	>99%	10	47	42
American Indian	2007-08	*	*	84	*	*	*	*
	2008-09	*	*	86	*	*	*	*
Asian	2007-08	*	*	93	*	*	*	*
	2008-09	*	*	93	*	*	*	*
Black	2007-08	73	76	74	>99%	27	*	*
	2008-09	69	69	77	>99%	31	*	*
Hispanic	2007-08	90	71	77	>99%	10	55	35
	2008-09	88	75	80	>99%	12	46	42
White	2007-08	88	87	91	>99%	12	61	27
	2008-09	95	91	92	>99%	5	43	52
Female	2007-08	90	82	84	>99%	10	62	29
	2008-09	91	84	86	>99%	9	49	43
Male	2007-08	83	77	80	>99%	17	61	22
	2008-09	88	79	81	>99%	12	46	42
Special Education	2007-08	36	55	63	>99%	64	27	9
	2008-09	73	62	69	>99%	27	45	27
LEP	2007-08	*	57	69	*	*	*	*
	2008-09	*	68	74	*	*	*	*
Economically Disadvantaged	2007-08	79	72	75	>99%	21	62	18
	2008-09	83	76	78	>99%	17	50	33

(Continued)

**Part I -- Campus Level: Student performance for each district and campus compared to the state as a whole, % of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For EMILE EL ( 011901101 )**

**Grade 4 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 Groups	Year							
Migrant	2007-08	*	71	67	*	*	*	*
	2008-09	*	62	72	*	*	*	*

**Part I -- Campus Level: Student performance for each district and campus compared to the state as a whole, % of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For EMILE EL ( 011901101 )**

## Grade 4 Mathematics

Student Groups	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	2007-08	90	77	83	>99%	10	50	40
	2008-09	92	79	85	>99%	8	52	39
American Indian	2007-08	*	*	83	*	*	*	*
	2008-09	*	*	85	*	*	*	*
Asian	2007-08	*	*	95	*	*	*	*
	2008-09	*	*	95	*	*	*	*
Black	2007-08	73	59	73	>99%	27	55	18
	2008-09	63	64	76	>99%	38	56	6
Hispanic	2007-08	*	73	80	>99%	*	*	*
	2008-09	96	76	83	>99%	4	54	42
White	2007-08	89	83	90	>99%	11	45	44
	2008-09	97	86	91	>99%	3	52	45
Female	2007-08	92	77	83	>99%	8	56	37
	2008-09	96	80	85	>99%	4	67	29
Male	2007-08	87	77	83	>99%	13	43	43
	2008-09	88	79	85	>99%	12	41	47
Special Education	2007-08	55	51	63	>99%	45	36	18
	2008-09	64	46	71	>99%	36	36	27
LEP	2007-08	*	63	75	*	*	*	*
	2008-09	*	69	79	*	*	*	*
Economically Disadvantaged	2007-08	92	71	78	>99%	8	59	33
	2008-09	86	74	80	>99%	14	62	24

(Continued)

**Part I -- Campus Level: Student performance for each district and campus compared to the state as a whole, % of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For EMILE EL ( 011901101 )**

**Grade 4 Mathematics**

		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 Groups	Year							
Migrant	2007-08	*	71	74	*	*	*	*
	2008-09	*	77	78	*	*	*	*

**Part I -- Campus Level: Student performance for each district and campus compared to the state as a whole, % of Students Tested, Student Achievement by Proficiency Level, 2007-08,~\_2008-09, For EMILE EL ( 011901101 )**

## **Footnotes**

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). For detailed information, please see the **Explanation of NCLB School Report Card Data Masking Rules**.

## **Contact Information**

Questions regarding Part I of the No Child Left Behind School 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).

**Part II a. -- Campus Level: Comparison between student achievement in the LEA as a whole and for each campus within the LEA and the State's academic expectations in reading/language arts and mathematics, and information on the other academic indicators used for AYP determinations  
For EMILE EL ( 011901101 )**

10:47 Wednesday, February 3, 2010

		Reading/Language Arts					
		Percent Tested	Percent Tested	Percent Tested	Percent Met Standard (Proficient) & Commended (Advanced)	Percent Met Standard (Proficient) & Commended (Advanced)	Percent Met Standard (Proficient) & Commended (Advanced)
		Target: 95%	Target: 95%	Target: 95%	'08 Target: 60% '09 Target: 67%	'08 Target: 60% '09 Target: 67%	'08 Target: 60% '09 Target: 67%
		Campus	District	State	Campus	District	State
Student Groups	Year						
All Students	2007-08	>99%	>99%	99	93	86	88
	2008-09	>99%	99	99	92	86	88
American Indian	2007-08	*	>99%	99	*	88	90
	2008-09	*	>99%	99	*	92	91
Asian	2007-08	*	>99%	>99%	*	87	95
	2008-09	*	>99%	99	*	92	95
Black	2007-08	>99%	>99%	>99%	77	80	83
	2008-09	>99%	>99%	>99%	75	79	84
Hispanic	2007-08	>99%	>99%	99	98	81	84
	2008-09	>99%	99	99	92	80	85
White	2007-08	>99%	>99%	>99%	94	91	94
	2008-09	>99%	>99%	>99%	96	92	94
Female	2007-08	>99%	>99%	>99%	92	89	90
	2008-09	>99%	99	99	94	89	90
Male	2007-08	>99%	>99%	99	93	83	86
	2008-09	>99%	99	99	90	83	86
Special Education	2007-08	>99%	99	99	70	58	62
	2008-09	>99%	99	99	71	65	65
LEP	2007-08	*	>99%	99	>99%	73	76
	2008-09	*	97	98	60	69	76
Economically Disadvantaged	2007-08	>99%	>99%	99	90	81	83
	2008-09	>99%	99	99	86	80	83
Migrant	2007-08	*	98	99	*	80	76
	2008-09	*	98	98	*	75	76

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For EMILE EL ( 011901101 )**

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		Mathematics					
		Percent Tested	Percent Tested	Percent Tested	Percent Met Standard (Proficient) & Commended (Advanced)	Percent Met Standard (Proficient) & Commended (Advanced)	Percent Met Standard (Proficient) & Commended (Advanced)
		Target: 95%	Target: 95%	Target: 95%	'08 Target: 50% '09 Target: 58%	'08 Target: 50% '09 Target: 58%	'08 Target: 50% '09 Target: 58%
		Campus	District	State	Campus	District	State
Student Groups	Year						
All Students	2007-08	>99%	>99%	>99%	92	75	79
	2008-09	>99%	>99%	>99%	89	77	81
American Indian	2007-08	*	96	99	*	58	81
	2008-09	*	>99%	99	*	76	83
Asian	2007-08	*	>99%	>99%	*	96	94
	2008-09	*	>99%	>99%	*	96	94
Black	2007-08	>99%	>99%	99	77	57	68
	2008-09	>99%	99	>99%	66	64	70
Hispanic	2007-08	>99%	99	>99%	98	71	75
	2008-09	>99%	>99%	>99%	89	73	77
White	2007-08	>99%	>99%	>99%	92	81	88
	2008-09	>99%	>99%	>99%	94	84	89
Female	2007-08	>99%	99	>99%	92	75	80
	2008-09	>99%	>99%	>99%	85	77	81
Male	2007-08	>99%	>99%	>99%	91	75	79
	2008-09	>99%	99	>99%	92	77	81
Special Education	2007-08	>99%	99	99	74	46	50
	2008-09	>99%	98	99	71	55	57
LEP	2007-08	*	>99%	>99%	71	69	72
	2008-09	*	>99%	99	80	68	74
Economically Disadvantaged	2007-08	>99%	99	>99%	91	69	73
	2008-09	>99%	>99%	>99%	79	71	75
Migrant	2007-08	*	>99%	>99%	*	79	68
	2008-09	*	>99%	99	*	72	70

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**For EMILE EL ( 011901101 )**

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		Additional Academic Indicators					
		Graduation Rate	Graduation Rate	Graduation Rate	Attendance Rate	Attendance Rate	Attendance Rate
		Target: 70%	Target: 70%	Target: 70%	Target: 90%	Target: 90%	Target: 90%
		Campus	District	State	Campus	District	State
Student Groups	Year						
All Students	2007-08	n/a	72.9	78.0	95.8	n/a	95.5
	2008-09	n/a	77.4	79.1	95.5	n/a	95.5
American Indian	2007-08	n/a	*	81.4	*	n/a	94.8
	2008-09	n/a	*	81.7	95.2	n/a	94.8
Asian	2007-08	n/a	*	91.5	*	n/a	97.5
	2008-09	n/a	100.0	91.2	*	n/a	97.5
Black	2007-08	n/a	68.2	70.7	94.4	n/a	95.0
	2008-09	n/a	67.8	71.8	94.8	n/a	95.1
Hispanic	2007-08	n/a	60.9	68.5	96.0	n/a	95.3
	2008-09	n/a	66.1	70.8	95.8	n/a	95.4
White	2007-08	n/a	79.8	88.2	96.1	n/a	95.7
	2008-09	n/a	85.0	88.8	95.6	n/a	95.6
Female	2007-08	n/a	75.7	80.3	96.0	n/a	95.5
	2008-09	n/a	77.5	81.4	95.7	n/a	95.5
Male	2007-08	n/a	70.2	75.8	95.6	n/a	95.5
	2008-09	n/a	77.2	76.8	95.4	n/a	95.5
Special Education	2007-08	n/a	63.5	70.3	93.6	n/a	94.0
	2008-09	n/a	67.6	69.8	94.6	n/a	94.0
LEP	2007-08	n/a	40.0	39.3	98.1	n/a	96.3
	2008-09	n/a	37.5	44.2	96.7	n/a	96.4
Economically Disadvantaged	2007-08	n/a	59.9	68.8	95.2	n/a	95.2
	2008-09	n/a	72.8	70.4	94.9	n/a	95.2
Migrant	2007-08	n/a	*	60.1	-	n/a	94.2
	2008-09	n/a	*	66.3	-	n/a	94.1

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For EMILE EL ( 011901101 )***

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## **Footnotes**

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).

Adequate Yearly Progress (AYP) is measured for the following student groups: All Students, African American, Hispanic, White, Economically Disadvantaged, Special Education, and Limited English Proficient (LEP) students. Other student groups are shown for informational purposes only.

Special formats ('\*', >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA). For detailed information, please see the **Explanation of NCLB School Report Card Data Masking Rules**.

## **Contact Information**

Questions regarding Part II a. of the No Child Left Behind School 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).

**Part III -- Additional accountability information for schools receiving Title I, Part A funds  
For EMILE EL ( 011901101 )**

10:47 Wednesday, February 3, 2010

<b>Year</b>	<b>Met AYP</b>	<b>SIP</b>
2007-08	Meets AYP	NONE
2008-09	Meets AYP	NONE

**Contact Information**

Questions regarding Part III of the No Child Left Behind School 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).

**Part IV - Teacher Quality**

**a. Professional qualifications of all public elementary and secondary teachers, as defined by the state (Teacher Degree), for the campus**

**For EMILE EL ( 011901101 )**

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Year	Bachelors	Masters	Doctorate
2007-08	Not Provided	Not Provided	Not Provided
2008-09	83.6	16.4	0.0

**Footnotes**

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.

**Contact Information**

Questions regarding Part IV a. of the No Child Left Behind School 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).

**Part IV - Teacher Quality**

**b. Percentage of public elementary and secondary teachers with emergency/provisional credentials for the campus**

**For EMILE EL ( 011901101 )**

Year	%
2007-08	0.00
2008-09	0.00

**Footnotes**

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

**Contact Information**

Questions regarding Part IV b. of the No Child Left Behind School Report Card should be directed to the Division of NCLB Program Coordination.

Contact us at (512) 463-9374 or [nclb@tea.state.tx.us](mailto:nclb@tea.state.tx.us).

**Part IV - Teacher Quality**

**c. Percentage of classes not taught by highly qualified teachers of the ESEA (applies to public elementary and secondary school teachers who teach a core academic subject), in the aggregate for the campus**

**For EMILE EL ( 011901101 )**

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Level	Year	%
Percentage of Core Academic Subject Elementary and Secondary School Classes not taught by Highly Qualified Teachers	2007-08	0.00
	2008-09	0.00

**Footnotes**

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

**Contact Information**

Questions regarding Part IV c. of the No Child Left Behind School Report Card should be directed to the Division of NCLB Program Coordination.

Contact us at (512) 463-9374 or [nclb@tea.state.tx.us](mailto:nclb@tea.state.tx.us).