

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 HOWARD BURNHAM EL (071801001) BURNHAM WOOD CHARTER SCHOOL DISTRI

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	97	97	93	>99%	3	46	51
	2009-10	97	97	91	>99%	3	50	47
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	96	96	91	>99%	4	50	46
	2009-10	97	97	89	>99%	3	52	45
White	2008-09	*	*	97	>99%	*	*	*
	2009-10	*	*	96	>99%	*	*	*
Female	2008-09	97	97	94	>99%	3	40	57
	2009-10	*	*	92	>99%	*	*	*

(Continued)

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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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						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Male	2008-09	97	97	92	>99%	3	51	46
	2009-10	94	94	90	>99%	6	35	59
Special Education	2008-09	*	*	85	>99%	*	*	*
	2009-10	83	83	84	>99%	17	*	*
Limited English Proficient	2008-09	92	92	89	>99%	8	62	31
	2009-10	96	96	87	>99%	4	46	50
Economically Disadvantaged	2008-09	97	97	90	>99%	3	59	38
	2009-10	96	96	88	>99%	4	60	36
Migrant	2008-09	*	*	84	*	*	*	*
	2009-10	*	*	82	*	*	*	*

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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	*	*	83	98	*	*	*
	2009-10	95	95	85	>99%	5	50	45
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	*	*	80	98	*	*	*
	2009-10	94	94	82	>99%	6	56	37
White	2008-09	*	*	91	>99%	*	*	*
	2009-10	*	*	92	>99%	*	*	*
Female	2008-09	*	*	83	>99%	*	*	*
	2009-10	93	93	85	>99%	8	55	38

(Continued)

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Grade 3 Mathematics

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						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Male	2008-09	*	*	84	97	*	*	*
	2009-10	97	97	85	>99%	3	44	53
Special Education	2008-09	*	*	74	>99%	*	*	*
	2009-10	83	83	76	>99%	17	67	17
Limited English Proficient	2008-09	*	*	79	>99%	*	*	*
	2009-10	92	92	81	>99%	8	46	46
Economically Disadvantaged	2008-09	*	*	78	>99%	*	*	*
	2009-10	91	91	80	>99%	9	51	40
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	2009-10	96	96	86	97	4	53	43
Native American	2009-10	*	*	89	*	*	*	*
Asian/Pacific Islander	2009-10	*	*	94	*	*	*	*
African American	2009-10	*	*	80	*	*	*	*
Hispanic	2009-10	95	95	82	97	5	55	40
White	2009-10	*	*	93	>99%	*	*	*
Female	2009-10	94	94	87	97	6	50	44
Male	2009-10	97	97	84	97	3	56	41
Special Education	2009-10	*	*	76	>99%	*	*	*
Limited English Proficient	2009-10	88	88	75	86	13	63	25
Economically Disadvantaged	2009-10	95	95	81	95	5	61	34
Migrant	2009-10	*	*	72	*	*	*	*

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For HOWARD BURNHAM EL (071801001) BURNHAM WOOD CHARTER SCHOOL DISTRI

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 Group	Year							
All Students	2009-10	96	96	87	>99%	4	53	43
Native American	2009-10	*	*	87	*	*	*	*
Asian/Pacific Islander	2009-10	*	*	96	*	*	*	*
African American	2009-10	*	*	80	*	*	*	*
Hispanic	2009-10	95	95	85	>99%	5	54	40
White	2009-10	*	*	92	>99%	*	*	*
Female	2009-10	94	94	87	>99%	6	54	40
Male	2009-10	97	97	87	>99%	3	51	46
Special Education	2009-10	*	*	78	>99%	*	*	*
Limited English Proficient	2009-10	80	80	82	>99%	20	50	30
Economically Disadvantaged	2009-10	93	93	83	>99%	8	60	33
Migrant	2009-10	*	*	80	*	*	*	*

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

January 31, 2011

For HOWARD BURNHAM EL (071801001) BURNHAM WOOD CHARTER SCHOOL DISTRI

		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%	'09 Target: 67% '10 Target: 73%	'09 Target: 67% '10 Target: 73%	'09 Target: 67% '10 Target: 73%
		Campus	District	State	Campus	District	State
Student Group	Year						
All Students	2008-09	>99%	99	99	97	92	88
	2009-10	99	99	>99%	96	95	88
Native American	2008-09	*	*	99	*	*	91
	2009-10	*	*	99	*	*	91
Asian/Pacific Islander	2008-09	*	>99%	99	*	>99%	95
	2009-10	>99%	>99%	99	>99%	>99%	94
African American	2008-09	*	>99%	>99%	*	75	84
	2009-10	*	>99%	>99%	*	>99%	84
Hispanic	2008-09	>99%	>99%	99	96	91	85
	2009-10	98	99	99	96	94	85
White	2008-09	>99%	98	>99%	>99%	98	94
	2009-10	>99%	>99%	>99%	>99%	>99%	94
Female	2008-09	>99%	99	99	96	93	90
	2009-10	99	>99%	>99%	97	97	90
Male	2008-09	>99%	>99%	99	97	91	86
	2009-10	99	99	99	95	92	86

(Continued)

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		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%	'09 Target: 67% '10 Target: 73%	'09 Target: 67% '10 Target: 73%	'09 Target: 67% '10 Target: 73%
		Campus	District	State	Campus	District	State
Student Group	Year						
Special Education	2008-09	>99%	>99%	99	>99%	78	65
	2009-10	>99%	>99%	99	91	88	66
Limited English Proficient	2008-09	>99%	99	98	93	87	76
	2009-10	95	97	99	95	93	77
Economically Disadvantaged	2008-09	>99%	99	99	97	90	83
	2009-10	98	99	99	95	92	83
Migrant	2008-09	*	*	98	*	*	76
	2009-10	*	*	98	*	*	75

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January 31, 2011

For HOWARD BURNHAM EL (071801001) BURNHAM WOOD CHARTER SCHOOL DISTRI

		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%	'09 Target: 58% '10 Target: 67%	'09 Target: 58% '10 Target: 67%	'09 Target: 58% '10 Target: 67%
		Campus	District	State	Campus	District	State
Student Group	Year						
All Students	2008-09	98	99	>99%	>99%	92	81
	2009-10	>99%	99	>99%	95	90	84
Native American	2008-09	*	*	99	*	*	83
	2009-10	*	*	99	*	*	85
Asian/Pacific Islander	2008-09	*	>99%	>99%	*	>99%	94
	2009-10	>99%	>99%	>99%	>99%	>99%	95
African American	2008-09	*	>99%	>99%	*	75	70
	2009-10	*	>99%	>99%	*	75	75
Hispanic	2008-09	98	99	>99%	>99%	93	77
	2009-10	>99%	99	>99%	94	90	81
White	2008-09	>99%	98	>99%	>99%	93	89
	2009-10	>99%	>99%	>99%	>99%	93	91
Female	2008-09	>99%	99	>99%	>99%	92	81
	2009-10	>99%	99	>99%	93	93	84
Male	2008-09	97	99	>99%	>99%	92	81
	2009-10	>99%	>99%	>99%	97	88	83

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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%	'09 Target: 58% '10 Target: 67%	'09 Target: 58% '10 Target: 67%	'09 Target: 58% '10 Target: 67%
		Campus	District	State	Campus	District	State
Student Group	Year						
Special Education	2008-09	>99%	>99%	99	>99%	82	57
	2009-10	>99%	>99%	99	91	78	61
Limited English Proficient	2008-09	>99%	>99%	99	>99%	91	74
	2009-10	>99%	97	>99%	91	88	78
Economically Disadvantaged	2008-09	>99%	>99%	>99%	>99%	92	75
	2009-10	>99%	99	>99%	91	88	79
Migrant	2008-09	*	*	99	*	*	70
	2009-10	*	*	99	*	*	74

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		Additional Academic Indicators					
		Four-year Graduation Rate	Four-year Graduation Rate	Four-year Graduation Rate	Five-year Graduation Rate	Five-year Graduation Rate	Five-year Graduation Rate
		'09 Target: 70%	'09 Target: 70%	'09 Target: 70%	'09 Target: n/a	'09 Target: n/a	'09 Target: n/a
		'10 Target: 75%	'10 Target: 75%	'10 Target: 75%	'10 Target: 80%	'10 Target: 80%	'10 Target: 80%
		Campus	District	State	Campus	District	State
Student Group	Year						
All Students	2008-09	n/a	n/a	79.1	-	-	-
	2009-10	n/a	n/a	80.6	n/a	n/a	83.4
Native American	2008-09	n/a	n/a	81.7	-	-	-
	2009-10	n/a	n/a	80.3	n/a	n/a	86.6
Asian/Pacific Islander	2008-09	n/a	n/a	91.2	-	-	-
	2009-10	n/a	n/a	92.4	n/a	n/a	94.2
African American	2008-09	n/a	n/a	71.8	-	-	-
	2009-10	n/a	n/a	73.8	n/a	n/a	76.5
Hispanic	2008-09	n/a	n/a	70.8	-	-	-
	2009-10	n/a	n/a	73.5	n/a	n/a	77.0
White	2008-09	n/a	n/a	88.8	-	-	-
	2009-10	n/a	n/a	89.7	n/a	n/a	91.1
Female	2008-09	n/a	n/a	81.4	-	-	-
	2009-10	n/a	n/a	82.9	n/a	n/a	85.0
Male	2008-09	n/a	n/a	76.8	-	-	-
	2009-10	n/a	n/a	78.3	n/a	n/a	81.8
Special Education	2008-09	n/a	n/a	69.8	-	-	-
	2009-10	n/a	n/a	71.8	n/a	n/a	77.3

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		Additional Academic Indicators					
		Four-year Graduation Rate	Four-year Graduation Rate	Four-year Graduation Rate	Five-year Graduation Rate	Five-year Graduation Rate	Five-year Graduation Rate
		'09 Target: 70%	'09 Target: 70%	'09 Target: 70%	'09 Target: n/a	'09 Target: n/a	'09 Target: n/a
		'10 Target: 75%	'10 Target: 75%	'10 Target: 75%	'10 Target: 80%	'10 Target: 80%	'10 Target: 80%
		Campus	District	State	Campus	District	State
Student Group	Year						
Limited English Proficient	2008-09	n/a	n/a	44.2	-	-	-
	2009-10	n/a	n/a	56.9	n/a	n/a	63.8
Economically Disadvantaged	2008-09	n/a	n/a	70.4	-	-	-
	2009-10	n/a	n/a	78.3	n/a	n/a	76.6
Migrant	2008-09	n/a	n/a	66.3	-	-	-
	2009-10	n/a	n/a	69.3	n/a	n/a	72.3

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		Additional Academic Indicators		
		Attendance Rate	Attendance Rate	Attendance Rate
		Target: 90%	Target: 90%	Target: 90%
		Campus	District	State
Student Group	Year			
All Students	2008-09	94.0	93.6	95.5
	2009-10	96.6	96.4	95.6
Native American	2008-09	*	*	94.8
	2009-10	*	*	95.0
Asian/Pacific Islander	2008-09	97.6	97.0	97.5
	2009-10	97.5	97.7	97.5
African American	2008-09	89.5	92.8	95.1
	2009-10	97.5	97.1	95.2
Hispanic	2008-09	93.9	93.6	95.4
	2009-10	96.6	96.4	95.5
White	2008-09	93.6	93.3	95.6
	2009-10	95.6	95.7	95.7
Female	2008-09	94.1	93.7	95.5
	2009-10	96.5	96.3	95.6
Male	2008-09	93.9	93.6	95.5
	2009-10	96.6	96.5	95.6
Special Education	2008-09	92.3	93.9	94.0
	2009-10	96.3	96.5	94.1
Limited English Proficient	2008-09	94.7	94.1	96.4
	2009-10	97.2	96.5	96.5

(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).

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

January 31, 2011

For HOWARD BURNHAM EL (071801001) BURNHAM WOOD CHARTER SCHOOL DISTRI

		Additional Academic Indicators		
		Attendance Rate	Attendance Rate	Attendance Rate
		Target: 90%	Target: 90%	Target: 90%
		Campus	District	State
Student Group	Year			
Economically Disadvantaged	2008-09	93.9	93.6	95.2
	2009-10	96.1	96.0	95.3
Migrant	2008-09	-	*	94.1
	2009-10	-	-	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 III - Campus Level: Information on Adequate Yearly Progress (AYP) and School Improvement Program (SIP) for Districts and Campuses Receiving Title I, Part A funds

January 31, 2011

For HOWARD BURNHAM EL (071801001) BURNHAM WOOD CHARTER SCHOOL DISTRI

	Met AYP	SIP (for the subsequent school year)
Year		
2008-09	Meets AYP	NONE
2009-10	Meets AYP	NONE

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 the district or school does not receive Title I, Part A funds.

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

January 31, 2011

For HOWARD BURNHAM EL (071801001) BURNHAM WOOD CHARTER SCHOOL DISTRI

	Bachelors	Masters	Doctorate
Year			
2008-09	90.0	10.0	0.0
2009-10	92.1	7.9	0.0

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 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. - Campus Level: Percent of Public Elementary and Secondary Teachers With
Emergency/Provisional Credentials

January 31, 2011

For HOWARD BURNHAM EL (071801001) BURNHAM WOOD CHARTER SCHOOL DISTRI

	%
Year	
2008-09	0.00
2009-10	0.00

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.

For HOWARD BURNHAM EL (071801001) BURNHAM WOOD CHARTER SCHOOL DISTRI

	%
Year	
2008-09	0.00
2009-10	0.00

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.