

DATA PACKET

for 2011-12 planning

School Number 142

J. N. ERVIN



**Dallas
Independent
School
District**

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

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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.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

ENROLLMENT

- Statistics are based on the school’s enrollment at the end of the fifth six-weeks grading period.
- 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.”

TEACHERS

- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- Teacher absences counted towards the average DO NOT include vacation days (coded as VAC in personnel database).
- Retention rate for a school year is computed with numerator “# teachers assigned to the school both that year and the year prior” and denominator “# of teachers assigned to the school for the prior year”. That is, the retention rate is the percentage of the prior year’s teachers who continued at the school.

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	Enrollment
PK	44
KN	101
1	104
2	107
3	99
4	86
5	95
ALL	636

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	544	85.5	32	76.2
American Indian/Alaska Native	2	0.3	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	89	14.0	5	11.9
White	1	0.2	1	2.4
Multiple	0	0.0	4	9.5
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indian/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	316	49.7
Economically disadvantaged	622	97.8
Limited English proficient (LEP)	73	11.5
Special education	27	4.2
Talented and Gifted (TAG)	37	5.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2009	57	47	82.5	0	0.0	0	0.0	10	17.5	0	0.0	—	—
	2010	43	33	76.7	0	0.0	0	0.0	10	23.3	0	0.0	—	—
	2011	44	40	90.9	1	2.3	0	0.0	3	6.8	0	0.0	0	0.0
KN	2009	107	82	76.6	0	0.0	0	0.0	25	23.4	0	0.0	—	—
	2010	108	101	93.5	0	0.0	0	0.0	7	6.5	0	0.0	—	—
	2011	101	80	79.2	0	0.0	0	0.0	21	20.8	0	0.0	0	0.0
1	2009	107	92	86.0	0	0.0	0	0.0	14	13.1	1	0.9	—	—
	2010	119	99	83.2	0	0.0	0	0.0	20	16.8	0	0.0	—	—
	2011	104	93	89.4	0	0.0	0	0.0	10	9.6	1	1.0	0	0.0
2	2009	115	100	87.0	0	0.0	0	0.0	15	13.0	0	0.0	—	—
	2010	114	102	89.5	0	0.0	0	0.0	12	10.5	0	0.0	—	—
	2011	107	90	84.1	0	0.0	0	0.0	17	15.9	0	0.0	0	0.0
3	2009	100	85	85.0	0	0.0	0	0.0	15	15.0	0	0.0	—	—
	2010	97	82	84.5	0	0.0	0	0.0	15	15.5	0	0.0	—	—
	2011	99	89	89.9	0	0.0	0	0.0	10	10.1	0	0.0	0	0.0
4	2009	104	90	86.5	0	0.0	0	0.0	14	13.5	0	0.0	—	—
	2010	86	74	86.0	0	0.0	0	0.0	11	12.8	1	1.2	—	—
	2011	86	71	82.6	0	0.0	0	0.0	15	17.4	0	0.0	0	0.0
5	2009	91	81	89.0	0	0.0	0	0.0	10	11.0	0	0.0	—	—
	2010	88	74	84.1	0	0.0	0	0.0	14	15.9	0	0.0	—	—
	2011	95	81	85.3	1	1.1	0	0.0	13	13.7	0	0.0	0	0.0
PK-5	2009	681	577	84.7	0	0.0	0	0.0	103	15.1	1	0.1	—	—
	2010	655	565	86.3	0	0.0	0	0.0	89	13.6	1	0.2	—	—
	2011	636	544	85.5	2	0.3	0	0.0	89	14.0	1	0.2	0	0.0

Enrollment (2)

Enrollment Statistics by Select Student Group

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	
PK	2009	57	57	100.0	4	7.0	0	0.0	13	22.8	0	0.0	57	100.0	0.0
	2010	43	43	100.0	8	18.6	1	2.3	16	37.2	0	0.0	43	100.0	0.0
	2011	44	43	97.7	3	6.8	0	0.0	3	6.8	0	0.0	42	95.5	4.5
KN	2009	107	104	97.2	19	17.8	0	0.0	61	57.0	6	5.6	41	38.3	2.8
	2010	108	107	99.1	5	4.6	0	0.0	46	42.6	6	5.6	46	42.6	2.8
	2011	101	97	96.0	14	13.9	1	1.0	45	44.6	0	0.0	54	53.5	1.0
1	2009	107	105	98.1	11	10.3	3	2.8	58	54.2	8	7.5	14	13.1	12.1
	2010	119	117	98.3	20	16.8	2	1.7	59	49.6	4	3.4	12	10.1	6.7
	2011	104	102	98.1	9	8.7	0	0.0	23	22.1	7	6.7	8	7.7	5.8
2	2009	115	114	99.1	11	9.6	4	3.5	84	73.0	13	11.3	12	10.4	7.0
	2010	114	111	97.4	8	7.0	4	3.5	89	78.1	7	6.1	10	8.8	11.4
	2011	107	104	97.2	17	15.9	4	3.7	80	74.8	8	7.5	9	8.4	8.4
3	2009	100	97	97.0	12	12.0	1	1.0	72	72.0	9	9.0	7	7.0	8.0
	2010	97	96	99.0	12	12.4	4	4.1	66	68.0	6	6.2	5	5.2	7.2
	2011	99	97	98.0	8	8.1	3	3.0	71	71.7	8	8.1	12	12.1	2.0
4	2009	104	104	100.0	12	11.5	6	5.8	47	45.2	5	4.8	6	5.8	2.9
	2010	86	86	100.0	8	9.3	6	7.0	41	47.7	10	11.6	6	7.0	4.7
	2011	86	86	100.0	12	14.0	12	14.0	46	53.5	6	7.0	3	3.5	4.7
5	2009	91	88	96.7	6	6.6	6	6.6	47	51.6	13	14.3	13	14.3	2.2
	2010	88	88	100.0	8	9.1	9	10.2	44	50.0	8	9.1	16	18.2	2.3
	2011	95	93	97.9	10	10.5	7	7.4	48	50.5	8	8.4	12	12.6	1.1
PK-5	2009	681	669	98.2	75	11.0	20	2.9	382	56.1	54	7.9	150	22.0	5.4
	2010	655	648	98.9	69	10.5	26	4.0	361	55.1	41	6.3	138	21.1	5.6
	2011	636	622	97.8	73	11.5	27	4.2	316	49.7	37	5.8	140	22.0	3.9

Grade	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	110.3	13,515.0	105.8	95.9	12,939.1	95.7	34	30.8	22.3	88	11,501	79.8	85.1
	2010	105.7	13,234.2	101.5	96.0	12,616.4	95.3	41	38.8	21.7	77	11,233	72.8	84.9
	2011	95.7	13,210.6	89.0	93.0	12,645.0	95.7	29	30.3	21.5	72	11,602	75.2	87.8
1	2009	108.7	14,250.8	104.8	96.5	13,719.9	96.3	44	40.5	20.5	85	12,300	78.2	86.3
	2010	114.4	13,848.4	109.7	95.9	13,286.3	95.9	44	38.5	20.3	88	11,978	76.9	86.5
	2011	99.9	13,458.2	94.1	94.3	12,967.0	96.4	33	33.0	19.0	76	12,047	76.1	89.5
2	2009	116.4	13,950.1	113.2	97.2	13,499.0	96.8	34	29.2	18.5	97	12,231	83.3	87.7
	2010	115.0	13,440.8	110.5	96.1	12,947.4	96.3	28	24.4	19.2	98	11,794	85.2	87.7
	2011	105.2	13,012.8	99.1	94.2	12,592.7	96.8	33	31.4	17.1	79	11,853	75.1	91.1
3	2009	102.0	13,095.5	99.5	97.6	12,710.6	97.1	33	32.4	18.2	82	11,634	80.4	88.8
	2010	96.8	13,291.1	93.7	96.8	12,853.9	96.7	25	25.8	17.8	77	11,815	79.5	88.9
	2011	96.5	12,619.0	89.5	92.7	12,254.0	97.1	36	37.3	16.7	71	11,604	73.6	92.0
4	2009	102.0	12,156.4	98.3	96.4	11,789.9	97.0	39	38.3	17.9	76	10,731	74.5	88.3
	2010	85.1	12,299.7	82.1	96.6	11,900.0	96.8	27	31.7	17.3	70	10,987	82.3	89.3
	2011	84.2	12,506.4	80.3	95.3	12,149.9	97.1	17	20.2	15.7	72	11,544	85.5	92.3
5	2009	94.8	11,903.5	92.9	97.9	11,552.9	97.1	34	35.9	17.3	79	10,563	83.3	88.7
	2010	82.2	11,687.8	79.4	96.6	11,310.1	96.8	34	41.4	17.1	62	10,453	75.5	89.4
	2011	91.1	11,742.5	87.0	95.5	11,419.3	97.2	11	12.1	8.3	71	10,892	77.9	92.8
KN-5	2009	663.0	83,476.5	642.8	96.9	80,586.5	96.5	289	43.6	30.6	558	76,517	84.2	91.7
	2010	599.2	77,802.0	577.0	96.3	74,914.0	96.3	199	33.2	18.9	472	68,260	78.8	87.7
	2011	572.6	76,549.5	539.0	94.1	74,027.9	96.7	159	27.8	16.6	441	69,542	77.0	90.8

Teachers: 42

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	32	76.2
Hispanic	5	11.9
White	1	2.4
Multiple categories	4	9.5
Other	0	0.0

Gender	Number	Percentage
Female	34	81.0
Male	8	19.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	7.2	NA
2009-10	8.6	NA
2010-11	9.5	79.1

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	2.4
1	0	0.0
2	1	2.4
3	2	4.8
4	3	7.1
5	4	9.5
1-3	3	7.1
More than 3	38	90.5
1 - 5	10	23.8
6 - 10	13	31.0
11 - 20	6	14.3
More than 20	12	28.6

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		71.9	83.3	71.7	*	*	68.8		66.7	78.0	72.6	87.3	95
	2010		71.4	*	72.5	*	*	65.4		58.1	82.0	72.8	85.4	81
	2011		82.4	*	83.7	*	*	78.0		83.3	82.4	83.0	82.0	88
4	2009		67.8	35.7	63.1	*	33.3	40.0		58.2	69.4	63.5	75.8	104
	2010	*	63.0	*	63.6	*	*	41.2		62.2	65.9	64.1	77.9	78
	2011		60.6	*	62.9	16.7	*	46.9		53.1	69.2	62.0	78.6	71
5	2009		82.9	62.5	81.5		*	75.0		78.4	83.0	81.0	82.9	84
	2010		86.6	78.6	85.2	*	62.5	76.9		79.1	92.1	85.2	86.1	81
	2011		93.3	100.0	93.8	*	*	88.9		92.5	95.2	93.9	89.0	82
3-5	2009		73.7	53.6	71.4	*	50.0	61.7		66.4	76.7	71.7	81.5	283
	2010	*	73.3	81.8	73.9	50.0	70.0	62.4		67.6	79.8	74.2	83.4	240
	2011		79.6	92.9	80.9	44.4	85.7	73.2		78.6	82.6	80.5	83.6	241

NUMBER TESTED IN GRADES 3-5													
2009	0	255	28	276	4	18	149	0	137	146	283	28,126	
2010	1	217	22	238	6	10	125	0	111	129	240	24,751	
2011	0	226	14	236	9	7	127	0	126	115	241	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		25	1	26	*	*	20		15	11	26	960	95
	2010		22	*	22	*	*	18		13	9	22	1,039	81
	2011		15	*	14	*	*	13		9	6	15	1,214	88
4	2009		29	9	38	*	8	27		23	15	38	2,449	104
	2010	*	27	*	28	*	*	20		14	14	28	1,640	78
	2011		26	*	26	5	*	17		15	12	27	1,506	71
5	2009		13	3	15		*	10		8	8	16	1,793	84
	2010		9	3	12	*	3	9		9	3	12	1,427	81
	2011		5	0	5	*	*	4		3	2	5	919	82
3-5	2009		67	13	79	*	9	57		46	34	80	5,202	283
	2010	*	58	4	62	3	3	47		36	26	62	4,106	240
	2011		46	1	45	5	1	34		27	20	47	3,639	241

NUMBER TESTED IN GRADES 3-5													
2009	0	255	28	276	4	18	149	0	137	146	283	28,126	
2010	1	217	22	238	6	10	125	0	111	129	240	24,751	
2011	0	226	14	236	9	7	127	0	126	115	241	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	70.2	70.4	69.1	74.7
	2010	73.6	72.5	72.8	70.2
	2011	80.3	76.5	83.0	74.4
4	2009	77.4	65.3	68.7	71.4
	2010	71.9	71.0	75.6	67.6
	2011	73.6	68.0	72.2	67.2
5	2009	73.1	75.6	77.7	71.7
	2010	82.0	79.9	78.9	72.7
	2011	84.8	82.0	84.1	79.9
3-5	2009	73.7	70.0	71.5	72.6
	2010	75.9	74.5	75.8	70.2
	2011	79.9	75.8	80.2	74.2

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		21.3	66.7	22.8	*	*	21.9		17.8	30.0	24.2	34.1	95
	2010		22.1	*	26.3	*	*	9.6		3.2	40.0	25.9	37.1	81
	2011		31.8	*	30.2	*	*	25.4		31.5	29.4	30.7	33.6	88
4	2009		7.8	7.1	7.8	*	8.3	2.2		3.6	12.2	7.7	18.4	104
	2010	*	6.8	*	7.8	*	*	5.9		8.1	7.3	7.7	19.4	78
	2011		16.7	*	18.6	0.0	*	6.3		9.4	25.6	18.3	27.7	71
5	2009		11.8	12.5	11.1		*	0.0		8.1	14.9	11.9	18.5	84
	2010		19.4	0.0	16.0	*	0.0	10.3		11.6	21.1	16.0	23.6	81
	2011		17.3	33.3	18.8	*	*	16.7		20.0	19.0	19.5	28.1	82
3-5	2009		13.7	21.4	13.8	*	16.7	10.1		9.5	19.2	14.5	22.7	283
	2010	*	16.1	22.7	16.8	0.0	10.0	8.8		8.1	24.0	16.7	26.2	240
	2011		22.6	28.6	22.9	11.1	42.9	18.1		22.2	24.3	23.2	29.7	241

	NUMBER TESTED IN GRADES 3-5											
2009	0	255	28	276	4	18	149	0	137	146	283	28,126
2010	1	217	22	238	6	10	125	0	111	129	240	24,751
2011	0	226	14	236	9	7	127	0	126	115	241	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		55.6	71.4	56.4	*	70.0	54.3		50.0	64.8	57.7	77.3	104
	2010		59.7	81.3	64.1	*	75.0	54.5		48.6	73.2	63.4	78.2	93
	2011		73.3	90.0	74.5	*	87.5	71.6		70.9	80.5	75.0	80.7	96
4	2009		52.2	64.3	53.4	*	66.7	33.3		60.0	46.9	53.8	79.4	104
	2010	*	59.2	90.9	63.4	*	87.5	38.9		60.5	66.7	63.9	81.8	83
	2011		78.8	93.8	81.5	85.7	92.9	76.7		73.7	88.6	81.7	82.6	82
5	2009		83.3	77.8	82.1	*	*	76.2		81.6	83.7	82.8	87.0	87
	2010		83.6	92.9	85.2	*	87.5	84.6		88.4	81.6	85.2	87.7	81
	2011		84.6	92.3	85.6	*	90.0	81.4		86.4	85.4	85.9	88.7	92
3-5	2009		62.8	70.3	62.8	42.9	73.1	54.1		62.2	65.1	63.7	81.0	295
	2010	*	67.0	87.8	70.6	*	82.1	59.2		66.9	73.4	70.4	82.3	257
	2011		78.7	92.3	80.4	92.3	90.6	75.8		76.6	85.0	80.7	83.9	270

	NUMBER TESTED IN GRADES 3-5											
2009	0	258	37	288	7	26	157	0	143	152	295	33,546
2010	1	215	41	255	5	28	130	0	118	139	257	34,834
2011	0	230	39	265	13	32	153	0	137	133	270	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		40	4	44	*	3	32		25	19	44	2,781	104
	2010		31	3	33	*	3	25		19	15	34	2,739	93
	2011		23	1	24	*	1	19		16	8	24	2,370	96
4	2009		43	5	48	*	4	30		22	26	48	2,196	104
	2010	*	29	1	30	*	1	22		15	15	30	2,101	83
	2011		14	1	15	1	1	10		10	5	15	2,100	82
5	2009		13	2	15	*	*	10		7	8	15	1,386	87
	2010		11	1	12	*	1	6		5	7	12	1,314	81
	2011		12	1	13	*	1	8		6	7	13	1,274	92
3-5	2009		96	11	107	4	7	72		54	53	107	6,363	295
	2010	*	71	5	75	*	5	53		39	37	76	6,154	257
	2011		49	3	52	1	3	37		32	20	52	5,744	270

	NUMBER TESTED IN GRADES 3-5											
2009	0	258	37	288	7	26	157	0	143	152	295	33,546
2010	1	215	41	255	5	28	130	0	118	139	257	34,834
2011	0	230	39	265	13	32	153	0	137	133	270	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	65.3	68.8	76.8	63.8	74.3	60.2
	2010	72.0	67.9	75.8	66.7	69.9	54.2
	2011	74.5	74.0	83.2	79.5	81.3	66.1
4	2009	73.9	63.6	69.4	60.3	60.6	57.3
	2010	75.4	72.3	67.5	69.1	69.9	64.5
	2011	80.9	76.8	78.0	71.3	75.0	69.2
5	2009	80.8	78.0	82.9	68.3	81.3	71.8
	2010	77.6	78.7	85.0	69.5	73.5	65.3
	2011	79.5	77.5	81.2	74.5	82.3	71.6
3-5	2009	72.9	69.7	76.0	63.9	71.5	62.6
	2010	74.8	72.7	76.0	68.3	71.0	61.0
	2011	78.2	76.0	80.9	75.3	79.7	68.9

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		13.3	14.3	12.9	*	10.0	8.6		8.0	18.5	13.5	29.0	104
	2010		7.8	12.5	8.7	*	8.3	3.6		5.4	10.7	8.6	21.3	93
	2011		27.9	30.0	27.7	*	37.5	17.9		36.4	17.1	28.1	24.4	96
4	2009		7.8	0.0	6.8	*	0.0	0.0		3.6	10.2	6.7	31.6	104
	2010	*	18.3	36.4	20.7	*	37.5	2.8		18.4	22.2	20.5	29.1	83
	2011		21.2	12.5	19.8	14.3	14.3	7.0		15.8	22.7	19.5	31.3	82
5	2009		19.2	33.3	20.2	*	*	11.9		18.4	22.4	20.7	38.4	87
	2010		17.9	21.4	18.5	*	37.5	7.7		14.0	23.7	18.5	34.5	81
	2011		30.8	38.5	33.3	*	40.0	27.9		29.5	35.4	32.6	32.5	92
3-5	2009		13.2	13.5	12.8	0.0	7.7	7.0		9.1	17.1	13.2	32.8	295
	2010	*	14.4	22.0	15.7	*	25.0	4.6		12.7	18.0	15.6	27.9	257
	2011		27.0	25.6	27.2	23.1	28.1	17.6		28.5	25.6	27.0	29.3	270

	NUMBER TESTED IN GRADES 3-5											
2009	0	258	37	288	7	26	157	0	143	152	295	33,546
2010	1	215	41	255	5	28	130	0	118	139	257	34,834
2011	0	230	39	265	13	32	153	0	137	133	270	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		84.9	71.4	82.8	*	75.0	70.5		78.8	87.5	83.0	87.4	100
	2010	*	83.1	*	84.0	*	*	69.7		77.1	90.2	84.2	89.8	76
	2011		79.0	*	78.5	*	*	63.3		64.5	91.7	79.1	86.9	67

	NUMBER TESTED IN GRADE 4											
2009	0	86	14	99	2	12	44	0	52	48	100	10,032
2010	1	71	4	75	3	1	33	0	35	41	76	7,294
2011	0	62	5	65	2	3	30	0	31	36	67	6,935

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	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009		13	4	17	*	3	13		11	6	17	1,264	100
	2010	*	12	*	12	*	*	10		8	4	12	744	76
	2011		13	*	14	*	*	11		11	3	14	908	67

NUMBER TESTED IN GRADE 4													
2009	0	86	14	99	2	12	44	0	52	48	100	10,032	
2010	1	71	4	75	3	1	33	0	35	41	76	7,294	
2011	0	62	5	65	2	3	30	0	31	36	67	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	2.0	80.8	74.8	73.8	85.4
	2010	2.2	72.7	79.6	78.9	77.1
	2011	2.1	68.7	76.7	78.4	78.9

¹Average rating on written 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		12.8	0.0	11.1	*	0.0	2.3		11.5	10.4	11.0	21.0	100
	2010	*	15.5	*	16.0	*	*	3.0		14.3	17.1	15.8	23.8	76
	2011		17.7	*	18.5	*	*	13.3		12.9	22.2	17.9	22.4	67

	NUMBER TESTED IN GRADE 4											
2009	0	86	14	99	2	12	44	0	52	48	100	10,032
2010	1	71	4	75	3	1	33	0	35	41	76	7,294
2011	0	62	5	65	2	3	30	0	31	36	67	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		58.7	44.4	56.8	*	*	50.0		59.5	55.3	57.1	75.9	84
	2010		66.2	57.1	64.6	*	50.0	55.0		61.0	68.4	64.6	81.4	79
	2011		77.9	85.7	78.6	*	*	71.1		83.3	74.4	78.8	80.9	85

	NUMBER TESTED IN GRADE 5											
2009	0	75	9	81	1	5	40	0	37	47	84	10,550
2010	0	65	14	79	1	8	40	0	41	38	79	10,576
2011	0	77	7	84	2	4	38	0	42	43	85	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		31	5	35	*	*	20		15	21	36	2,542	84
	2010		22	6	28	*	4	18		16	12	28	1,965	79
	2011		17	1	18	*	*	11		7	11	18	1,942	85

NUMBER TESTED IN GRADE 5													
2009	0	75	9	81	1	5	40	0	37	47	84	10,550	
2010	0	65	14	79	1	8	40	0	41	38	79	10,576	
2011	0	77	7	84	2	4	38	0	42	43	85	10,176	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	78.5	82.3	73.8	56.3
	2010	81.1	82.6	76.7	62.3
	2011	82.4	86.3	83.1	77.4

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)
5	2009		5.3	11.1	6.2	*	*	2.5		8.1	4.3	6.0	29.1	84
	2010		9.2	7.1	8.9	*	0.0	2.5		4.9	13.2	8.9	32.8	79
	2011		24.7	57.1	28.6	*	*	18.4		26.2	30.2	28.2	34.0	85

	NUMBER TESTED IN GRADES 5											
2009	0	75	9	81	1	5	40	0	37	47	84	10,550
2010	0	65	14	79	1	8	40	0	41	38	79	10,576
2011	0	77	7	84	2	4	38	0	42	43	85	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			62.5	62.5	*	62.5	62.5		*	*	62.5	89.4	8
	2010			100.0	100.0		100.0	*		*	100.0	100.0	84.5	11
	2011			100.0	100.0		100.0	100.0		*	100.0	100.0	87.2	7
4	2009												72.7	0
	2010			85.7	85.7		85.7	*		*	*	85.7	84.4	7
	2011			90.0	90.0		90.0	90.0		*	*	90.0	85.0	10
5	2009												79.7	0
	2010												80.3	0
	2011			100.0	100.0		100.0	100.0		*	*	100.0	86.3	7
ALL	2009			62.5	62.5	*	62.5	62.5		*	*	62.5	—	8
	2010			94.4	94.4		94.1	*		100.0	90.9	94.4	—	18
	2011			95.8	95.8		95.8	95.8		87.5	100.0	95.8	—	24

NUMBER TESTED IN GRADES ALL													
2009	0	0	8	8	1	8	8	0	3	5	8	—	
2010	0	0	18	18	0	17	5	0	7	11	18	—	
2011	0	0	24	24	0	24	24	0	8	16	24	—	

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			3	3	*	3	3		*	*	3	514	8
	2010			0	0		0	*		*	0	0	863	11
	2011			0	0		0	0		*	0	0	710	7
4	2009												268	0
	2010			1	1		1	*		*	*	1	651	7
	2011			1	1		1	1		*	*	1	755	10
5	2009												86	0
	2010												120	0
	2011			0	0		0	0		*	*	0	398	7
ALL	2009			3	3	*	3	3		*	*	3	—	8
	2010			1	1		1	*		0	1	1	—	18
	2011			1	1		1	1		1	0	1	—	24

NUMBER TESTED IN GRADES ALL													
2009	0	0	8	8	1	8	8	0	3	5	8	—	
2010	0	0	18	18	0	17	5	0	7	11	18	—	
2011	0	0	24	24	0	24	24	0	8	16	24	—	

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	71.7	73.2	79.2	56.3
	2010	81.2	83.1	83.3	86.4
	2011	87.6	93.9	90.5	89.3
4	2009				
	2010	81.9	89.3	75.5	85.7
	2011	80.0	73.8	81.4	81.0
5	2009				
	2010				
	2011	83.5	92.9	80.4	83.5
ALL	2009	71.7	73.2	79.2	56.3
	2010	81.5	85.5	80.3	86.1
	2011	83.2	85.2	83.8	84.2

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			12.5	12.5	*	12.5	12.5		*	*	12.5	30.6	8
	2010			36.4	36.4		40.0	*		*	50.0	36.4	39.6	11
	2011			71.4	71.4		71.4	71.4		*	83.3	71.4	43.5	7
4	2009												21.1	0
	2010			42.9	42.9		42.9	*		*	*	42.9	34.4	7
	2011			30.0	30.0		30.0	30.0		*	*	30.0	38.5	10
5	2009												15.3	0
	2010												21.2	0
	2011			42.9	42.9		42.9	42.9		*	*	42.9	29.0	7
ALL	2009			12.5	12.5	*	12.5	12.5		*	*	12.5	—	8
	2010			38.9	38.9		41.2	*		28.6	45.5	38.9	—	18
	2011			45.8	45.8		45.8	45.8		37.5	50.0	45.8	—	24

NUMBER TESTED IN ALL GRADES													
2009	0	0	8	8	1	8	8	0	3	5	8	—	
2010	0	0	18	18	0	17	5	0	7	11	18	—	
2011	0	0	24	24	0	24	24	0	8	16	24	—	

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												87.1	0
	2010			100.0	100.0		100.0	*		*	*	100.0	93.7	7
	2011			100.0	100.0		100.0	100.0		*	*	100.0	93.2	10

NUMBER TESTED IN GRADE 4													
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested
2009	0	0	0	0	0	0	0	0	0	0	0	981	
2010	0	0	7	7	0	7	3	0	2	5	7	4,216	
2011	0	0	10	10	0	10	10	0	5	5	10	5,054	

Shaded cells indicate percentages below 70 percent, the 2010-11 AIES 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												127	0
	2010			0	0		0	*		*	*	0	266	7
	2011			0	0		0	0		*	*	0	346	10

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	7	7	0	7	3	0	2	5	7		4,216
2011	0	0	10	10	0	10	10	0	5	5	10		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	2.3	89.3	92.9	94.6	85.7
	2011	2.2	77.5	85.0	90.0	82.5

¹Average rating on written 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												20.4	0
	2010			28.6	28.6		28.6	*		*	*	28.6	30.4	7
	2011			20.0	20.0		20.0	20.0		*	*	20.0	27.7	10

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	7	7	0	7	3	0	2	5	7	7	4,216
2011	0	0	10	10	0	10	10	0	5	5	10	10	5,054

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												87.7	0
	2010		*		*	*		*		*	*	*	81.1	3
	2011		*		*	*		*		*	*	*	81.7	4
4	2009		*		*	*		*		*	*	*	71.8	3
	2010		*		*	*				*	*	*	75.8	3
	2011		*	*	100.0	100.0	*	*		100.0		100.0	76.6	6
5	2009		100.0		100.0	100.0		*		*	*	100.0	80.3	6
	2010		100.0		100.0	100.0		*		*	*	100.0	93.9	7
	2011		100.0		100.0	100.0		*		*	*	100.0	95.1	6
3-5	2009		100.0		100.0	100.0		*		*	*	100.0	79.2	9
	2010		92.3		91.7	92.3		*		87.5	*	92.3	84.8	13
	2011		100.0	*	100.0	100.0	*	100.0		100.0	*	100.0	84.8	16

	NUMBER TESTED IN GRADES 3-5											
2009	0	9	0	9	9	0	5	0	5	4	9	1,867
2010	0	13	0	12	13	0	4	0	8	5	13	1,749
2011	0	15	1	16	16	1	13	0	12	4	16	1,438

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												60	0
	2010		*		*	*		*		*	*	*	96	3
	2011		*		*	*		*		*	*	*	69	4
4	2009		*		*	*		*		*	*	*	192	3
	2010		*		*	*				*	*	*	126	3
	2011		*	*	0	0	*	*		0		0	123	6
5	2009		0		0	0		*		*	*	0	137	6
	2010		0		0	0		*		*	*	0	44	7
	2011		0		0	0		*		*	*	0	26	6
3-5	2009		0		0	0		*		*	*	0	389	9
	2010		1		1	1		*		1	*	1	266	13
	2011		0	*	0	0	*	0		0	*	0	218	16

	NUMBER TESTED IN GRADES 3-5											
2009	0	9	0	9	9	0	5	0	5	4	9	1,867
2010	0	13	0	12	13	0	4	0	8	5	13	1,749
2011	0	15	1	16	16	1	13	0	12	4	16	1,438

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	*	*	*	*
4	2009	*	*	*	*
	2010	*	*	*	*
	2011	84.7	83.3	77.8	70.8
5	2009	72.7	88.9	86.1	78.8
	2010	89.6	95.2	71.4	92.2
	2011	87.9	77.8	80.6	84.8
3-5	2009	72.6	87.0	83.3	77.5
	2010	84.2	89.7	77.9	85.5
	2011	87.8	82.3	83.1	81.3

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												16.2	0
	2010		*		*	*		*		*	*	*	19.1	3
	2011		*		*	*		*		*	*	*	20.9	4
4	2009		*		*	*		*		*	*	*	8.9	3
	2010		*		*	*				*	*	*	15.2	3
	2011		*	*	33.3	33.3	*	*		33.3		33.3	13.7	6
5	2009		33.3		33.3	33.3		*		*	*	33.3	14.1	6
	2010		71.4		71.4	71.4		*		*	*	71.4	15.4	7
	2011		33.3		33.3	33.3		*		*	*	33.3	16.5	6
3-5	2009		22.2		22.2	22.2		*		*	*	22.2	12.7	9
	2010		69.2		66.7	69.2		*		62.5	*	69.2	16.4	13
	2011		53.3	*	50.0	50.0	*	46.2		41.7	*	50.0	16.6	16

	NUMBER TESTED IN GRADES 3-5											
2009	0	9	0	9	9	0	5	0	5	4	9	1,867
2010	0	13	0	12	13	0	4	0	8	5	13	1,749
2011	0	15	1	16	16	1	13	0	12	4	16	1,438

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												81.2	0
	2010		*		*	*		*		*	*	*	78.3	3
	2011		*		*	*		*		*	*	*	82.7	3
4	2009		*		*	*		*		*	*	*	75.8	3
	2010		*		*	*				*	*	*	80.6	4
	2011		*	*	83.3	83.3	*	*		83.3		83.3	80.2	6
5	2009		*		*	*		*		*	*	*	80.2	4
	2010		100.0		100.0	100.0		*		*	*	100.0	86.4	7
	2011		*		*	*		*		*	*	*	88.1	4
3-5	2009		100.0		100.0	100.0		*		*	100.0	100.0	78.8	7
	2010		92.9		92.3	92.9		*		87.5	100.0	92.9	82.4	14
	2011		100.0	*	92.3	92.3	*	91.7		90.9	*	92.3	83.8	13

	NUMBER TESTED IN GRADES 3-5											
2009	0	7	0	7	7	0	4	0	4	3	7	1,743
2010	0	14	0	13	14	0	4	0	8	6	14	1,615
2011	0	12	1	13	13	1	12	0	11	2	13	1,379

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												85	0
	2010		*		*	*		*		*	*	*	102	3
	2011		*		*	*		*		*	*	*	63	3
4	2009		*		*	*		*		*	*	*	157	3
	2010		*		*	*				*	*	*	92	4
	2011		*	*	1	1	*	*		1		1	101	6
5	2009		*		*	*		*		*	*	*	127	4
	2010		0		0	0		*		*	*	0	91	7
	2011		*		*	*		*		*	*	*	60	4
3-5	2009		0		0	0		*		*	*	0	369	7
	2010		1		1	1		*		1	0	1	285	14
	2011		0	*	1	1	*	1		1	*	1	224	13

	NUMBER TESTED IN GRADES 3-5											
2009	0	7	0	7	7	0	4	0	4	3	7	1,743
2010	0	14	0	13	14	0	4	0	8	6	14	1,615
2011	0	12	1	13	13	1	12	0	11	2	13	1,379

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	*	*	*	*	*	*
4	2009	*	*	*	*	*	*
	2010	*	*	*	*	*	*
	2011	74.1	72.2	46.7	63.3	83.3	69.4
5	2009	*	*	*	*	*	*
	2010	90.5	73.8	78.6	88.1	90.5	91.4
	2011	*	*	*	*	*	*
3-5	2009	76.2	83.3	74.8	79.5	71.4	74.8
	2010	88.8	75.5	72.1	75.5	83.3	79.0
	2011	78.5	76.7	61.8	70.3	87.2	80.0

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)
3	2009												22.3	0
	2010		*		*	*		*		*	*	*	13.4	3
	2011		*		*	*		*		*	*	*	20.6	3
4	2009		*		*	*		*		*	*	*	14.0	3
	2010		*		*	*				*	*	*	20.2	4
	2011		*	*	50.0	50.0	*	*		50.0		50.0	25.3	6
5	2009		*		*	*		*		*	*	*	17.2	4
	2010		57.1		57.1	57.1		*		*	*	57.1	18.9	7
	2011		*		*	*		*		*	*	*	20.0	4
3-5	2009		42.9		42.9	42.9		*		*	*	42.9	17.3	7
	2010		57.1		53.8	57.1		*		37.5	83.3	57.1	17.7	14
	2011		58.3	*	53.8	53.8	*	50.0		45.5	*	53.8	22.1	13

	NUMBER TESTED IN GRADES 3-5											
2009	0	7	0	7	7	0	4	0	4	3	7	1,743
2010	0	14	0	13	14	0	4	0	8	6	14	1,615
2011	0	12	1	13	13	1	12	0	11	2	13	1,379

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		*		*	*		*		*	*	*	0.0	4
	2010		*		*	*				*	*	*	73.4	3
	2011		100.0		100.0	100.0		100.0		100.0	*	100.0	73.5	9

	NUMBER TESTED IN GRADE 4											
2009	0	4	0	4	4	0	2	0	2	2	4	694
2010	0	3	0	2	3	0	0	0	1	2	3	531
2011	0	9	0	9	9	0	7	0	6	3	9	506

Shaded cells indicate percentages below 70 percent, the 2010-11 AIES 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		*		*	*		*		*	*	*	694	4
	2010		*		*	*				*	*	*	141	3
	2011		0		0	0		0		0	*	0	134	9

NUMBER TESTED IN GRADE 4													
2009	0	4	0	4	4	0	2	0	2	2	4	694	
2010	0	3	0	2	3	0	0	0	1	2	3	531	
2011	0	9	0	9	9	0	7	0	6	3	9	506	

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	1.4	85.2	81.0	88.9	87.3

¹Average rating on written 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		*		*	*		*		*	*	*	0.0	4
	2010		*		*	*				*	*	*	7.9	3
	2011		44.4		44.4	44.4		28.6		33.3	*	44.4	6.3	9

NUMBER TESTED IN GRADE 4													
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested
2009	0	4	0	4	4	0	2	0	2	2	4	694	
2010	0	3	0	2	3	0	0	0	1	2	3	531	
2011	0	9	0	9	9	0	7	0	6	3	9	506	

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				54.4	0
	2010	27.8	57.1	45.7	61.2	92
	2011	36.7	57.7	50.0	63.3	82
1	2009	26.7	59.6	43.5	54.2	92
	2010	11.6	46.4	31.3	55.2	99
	2011	30.8	40.0	38.6	58.1	88
2	2009	39.7	80.6	51.9	47.9	104
	2010	18.8	51.9	27.1	48.6	107
	2011	12.5	74.1	30.8	50.7	91
5	2009					0
	2010					0
	2011	*	*	16.7	36.2	6
1-5	2009	34.7	67.9	48.0	51.0	196
	2010	16.3	48.2	29.1	51.9	206
	2011	15.4	47.7	34.1	47.2	185

Number Tested	2009	118	78	196	15,925	
	2010	159	139	298	20,252	
	2011	108	159	267	29,763	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009	42.1	66.0	52.9	52.8	104
	2010	38.6	57.1	49.0	51.2	100
	2011	25.0	50.9	39.6	56.8	101
1	2009	30.4	39.1	34.8	50.4	92
	2010	18.3	34.5	26.3	48.8	118
	2011	13.0	39.0	33.3	53.1	105
2	2009	67.1	79.3	70.6	53.2	102
	2010	16.1	44.4	22.8	54.6	114
	2011	22.4	55.2	31.4	56.8	105
5	2009					0
	2010					0
	2011	8.7	60.0	32.6	44.8	86
K-5	2009	49.4	59.0	53.4	52.3	298
	2010	22.0	45.4	31.9	51.5	332
	2011	18.5	48.6	34.3	53.3	397

Number Tested	2009	176	122	298	30,563	
	2010	191	141	332	40,163	
	2011	189	208	397	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												54.4	0
	2010		45.6	*	46.2			27.8		44.0	47.6	45.7	61.2	92
	2011		50.0	*	47.4			36.7		45.9	53.3	50.0	63.3	82
1	2009	*	44.3	*	44.3	*	*	26.7		43.6	43.2	43.5	54.2	92
	2010		31.6	*	30.9	*	*	11.6		32.7	29.8	31.3	55.2	99
	2011	*	38.8	*	40.0		*	30.8		41.3	35.7	38.6	58.1	88
2	2009		51.0	66.7	52.4	*	*	39.7		42.5	57.8	51.9	47.9	104
	2010		26.5	*	28.2	*		18.8		27.6	26.5	27.1	48.6	107
	2011		30.3	*	29.5	*	*	12.5		32.4	29.6	30.8	50.7	91
1-2	2009	*	47.8	44.4	48.7	*	*	34.7		43.2	52.5	48.0	51.0	196
	2010		29.0	33.3	29.5	*	*	16.3		30.0	28.1	29.1	51.9	206
	2011	*	34.5	*	34.7	*	*	15.6		37.3	32.3	34.6	54.4	179
5	2009													0
	2010													0
	2011		*	*	*	*	*	*		*	*	16.7	36.2	6
1-5	2009	*	47.8	44.4	48.7	*	*	34.7		43.2	52.5	48.0	51.0	196
	2010		29.0	33.3	29.5	*	*	16.3		30.0	28.1	29.1	51.9	206
	2011	*	34.1	*	33.7	0.0	*	15.4		36.5	32.0	34.1	47.2	185

Number Tested	2009	1	186	9	191	5	3	118	0	95	101	196	14,637
	2010	0	200	6	200	4	1	123	0	110	96	206	13,990
	2011	1	179	5	178	6	3	78	0	85	100	185	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												304	0
	2010		8	*	8			0		5	3	8	1,717	92
	2011		16	*	16			2		4	12	16	2,106	82
1	2009	*	8	*	8	*	*	1		6	3	9	1,659	92
	2010		13	*	12	*	*	0		4	9	13	1,729	99
	2011	*	6	*	6		*	2		4	2	6	1,963	88
2	2009		25	2	27	*	*	15		7	20	27	1,027	104
	2010		2	*	2	*		0		1	1	2	954	107
	2011		3	*	2	*	*	0		1	2	3	1,020	91
1-2	2009	*	33	2	35	*	*	16		13	23	36	2,688	196
	2010		15	0	14	*	*	0		5	10	15	2,683	206
	2011	*	9	*	8	*	*	2		5	4	9	2,983	179
5	2009													0
	2010													0
	2011		*	*	*	*	*	*		*	*	0	701	6
1-5	2009	*	33	2	35	*	*	16		13	23	36	2,688	196
	2010		15	0	14	*	*	0		5	10	15	2,683	206
	2011	*	9	*	8	0	*	2		5	4	9	3,694	185

Number Tested	2009	1	186	9	191	5	3	118	0	95	101	196	14,637
	2010	0	200	6	200	4	1	123	0	110	96	206	13,990
	2011	1	179	5	178	6	3	78	0	85	100	185	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		62.8	23.1	53.0		10.5	42.1		46.6	60.9	52.9	52.8	104
	2010		51.1	25.0	50.0		*	38.6		49.1	48.9	49.0	51.2	100
	2011		40.0	38.1	38.1	*	21.4	25.0		43.8	35.8	39.6	56.8	101
1	2009	*	34.1	*	34.1	*	*	30.4		35.2	34.2	34.8	50.4	92
	2010		25.5	30.0	25.9	*	30.0	18.3		27.0	25.5	26.3	48.8	118
	2011	*	33.7	36.4	34.3		33.3	13.0		39.0	26.1	33.3	53.1	105
2	2009		69.8	83.3	71.3	*	*	67.1		70.0	71.0	70.6	53.2	102
	2010		18.8	53.8	23.6	*	75.0	16.1		22.0	23.6	22.8	54.6	114
	2011		28.7	44.4	30.4	*	47.1	22.4		38.8	25.0	31.4	56.8	105
K-2	2009	*	55.7	34.3	53.6	*	22.7	49.4		48.7	58.2	53.4	52.3	298
	2010		31.3	36.6	32.4	0.0	39.4	22.0		32.2	31.6	31.9	51.5	332
	2011	*	34.0	40.0	34.2	*	35.0	21.7		40.4	29.0	34.7	55.6	311
5	2009													0
	2010													0
	2011		32.9	33.3	33.3	0.0	22.2	8.7		32.4	32.7	32.6	44.8	86
K-5	2009	*	55.7	34.3	53.6	*	22.7	49.4		48.7	58.2	53.4	52.3	298
	2010		31.3	36.6	32.4	0.0	39.4	22.0		32.2	31.6	31.9	51.5	332
	2011	*	33.7	38.7	34.0	9.1	32.7	18.5		38.9	29.9	34.3	53.3	397

Number Tested	2009	1	262	35	289	5	22	176	0	152	146	298	30,563
	2010	0	291	41	324	6	33	191	0	177	155	332	40,163
	2011	2	332	62	385	11	49	189	0	193	204	397	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		22	2	22		0	6		12	12	24	2,455	104
	2010		6	1	7		*	0		3	4	7	2,358	100
	2011		11	1	11	*	0	2		6	6	12	2,815	101
1	2009	*	7	*	7	*	*	1		5	3	8	1,577	92
	2010		4	0	3	*	0	0		3	1	4	2,266	118
	2011	*	5	0	5		0	1		5	0	5	2,716	105
2	2009		44	4	48	*	*	31		16	32	48	1,686	102
	2010		2	1	3	*	1	1		2	1	3	2,484	114
	2011		1	1	2	*	1	1		2	0	2	2,746	105
K-2	2009	*	73	6	77	*	2	38		33	47	80	5,718	298
	2010		12	2	13	0	1	1		8	6	14	7,108	332
	2011	*	17	2	18	*	1	4		13	6	19	8,277	311
5	2009													0
	2010													0
	2011		3	0	3	0	0	0		0	3	3	1,395	86
K-5	2009	*	73	6	77	*	2	38		33	47	80	5,718	298
	2010		12	2	13	0	1	1		8	6	14	7,108	332
	2011	*	20	2	21	0	1	4		13	9	22	9,696	397

Number Tested	2009	1	262	35	289	5	22	176	0	152	146	298	30,563
	2010	0	291	41	324	6	33	191	0	177	155	332	40,163
	2011	2	332	62	385	11	49	189	0	193	204	397	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	*	38.6	71.4	43.4	*	100.0	45.6		42.4	45.5	43.7	66.0	103
	2010		32.7	35.0	32.8	*	35.0	30.0		33.3	32.7	33.1	63.5	118
	2011	*	56.0	45.5	54.5		33.3	39.1		56.9	50.0	53.8	66.7	104
2	2009		69.8	73.3	70.9	*	72.7	64.6		66.7	72.7	70.3	60.9	111
	2010		26.7	46.2	29.1	*	50.0	27.6		28.8	29.1	28.9	61.4	114
	2011		25.3	27.8	25.5	*	29.4	18.4		32.7	19.6	25.7	62.0	105
1-2	2009	*	54.9	72.4	57.9	16.7	85.7	56.8		52.9	61.8	57.5	63.5	214
	2010		29.6	39.4	31.0	16.7	39.3	28.6		31.1	30.9	31.0	62.5	232
	2011	*	41.0	34.5	39.9	*	30.8	23.2		45.8	33.3	39.7	64.4	209
5	2009													0
	2010													0
	2011		50.0	58.3	50.6	14.3	44.4	34.8		52.6	49.0	50.6	48.6	87
1-5	2009	*	54.9	72.4	57.9	16.7	85.7	56.8		52.9	61.8	57.5	63.5	214
	2010		29.6	39.4	31.0	16.7	39.3	28.6		31.1	30.9	31.0	62.5	232
	2011	*	43.7	41.5	43.1	9.1	34.3	26.9		47.6	38.4	42.9	59.7	296

Number Tested	2009	1	184	29	209	6	21	139	0	104	110	214	27,480
	2010	0	199	33	226	6	28	147	0	122	110	232	26,937
	2011	2	252	41	288	11	35	145	0	145	151	296	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	*	7	4	11	*	4	6		7	4	11	4,597	103
	2010		9	2	10	*	2	4		4	7	11	4,129	118
	2011	*	17	3	20		1	4		16	4	20	4,427	104
2	2009		48	6	54	*	4	36		20	34	54	3,822	111
	2010		4	0	4	*	0	0		3	1	4	3,776	114
	2011		5	1	6	*	1	1		5	1	6	3,810	105
1-2	2009	*	55	10	65	0	8	42		27	38	65	8,419	214
	2010		13	2	14	0	2	4		7	8	15	7,905	232
	2011	*	22	4	26	*	2	5		21	5	26	8,237	209
5	2009													0
	2010													0
	2011		3	1	4	0	1	1		1	3	4	1,416	87
1-5	2009	*	55	10	65	0	8	42		27	38	65	8,419	214
	2010		13	2	14	0	2	4		7	8	15	7,905	232
	2011	*	25	5	30	0	3	6		22	8	30	9,660	296

Number Tested	2009	1	184	29	209	6	21	139	0	104	110	214	27,480
	2010	0	199	33	226	6	28	147	0	122	110	232	26,937
	2011	2	252	41	288	11	35	145	0	145	151	296	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			84.2	84.2		83.3	81.3		86.7	*	84.2	88.6	19
	2010			50.0	*		*	*		*	*	50.0	89.3	6
	2011			94.1	94.1	*	100.0	100.0		90.0	100.0	94.1	90.9	17
1	2009			100.0	100.0		100.0	100.0		*	100.0	100.0	88.6	11
	2010			88.9	88.9		88.9	85.7		83.3	100.0	88.9	89.1	18
	2011	*		77.8	70.0		75.0	85.7		71.4	*	70.0	89.4	10
2	2009			66.7	66.7	*	66.7	66.7		*	*	66.7	94.0	9
	2010			100.0	100.0	*	100.0	100.0		*	*	100.0	93.8	8
	2011			100.0	100.0		100.0	100.0		100.0	100.0	100.0	94.9	16
K-2	2009			84.6	84.6	*	83.3	83.3		84.0	85.7	84.6	90.4	39
	2010			84.4	83.9	*	83.9	85.2		84.2	84.6	84.4	90.7	32
	2011	*		92.9	90.7	*	94.7	97.3		88.9	93.8	90.7	91.7	43

Number Tested	2009	0	0	39	39	1	36	36	0	25	14	39	19,076
	2010	0	0	32	31	1	31	27	0	19	13	32	19,041
	2011	1	0	42	43	1	38	37	0	27	16	43	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			6	6		5	5		5	*	6	3,525	19
	2010			2	*		*	*		*	*	2	3,523	6
	2011			6	6	*	4	4		3	3	6	3,964	17
1	2009			4	4		4	4		*	2	4	2,523	11
	2010			1	1		1	1		1	0	1	2,529	18
	2011	*		1	1		0	0		1	*	1	2,459	10
2	2009			2	2	*	2	2		*	*	2	2,909	9
	2010			5	5	*	5	5		*	*	5	3,040	8
	2011			10	10		10	10		6	4	10	3,227	16
K-2	2009			12	12	*	11	11		7	5	12	8,957	39
	2010			8	8	*	8	8		5	3	8	9,092	32
	2011	*		17	17	*	14	14		10	7	17	9,650	43

Number Tested	2009	0	0	39	39	1	36	36	0	25	14	39	19,076
	2010	0	0	32	31	1	31	27	0	19	13	32	19,041
	2011	1	0	42	43	1	38	37	0	27	16	43	21,141

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2010		Level 2 in 2010		Level 3 in 2010		Levels 1-3 in 2010	
	Number Tested Both Years	Percentage Improved in 2011	Number Tested Both Years	Percentage Improved in 2011	Number Tested Both Years	Percentage Improved in 2011	Number Tested Both Years	Percentage Improved in 2011
4	0	-	0	-	5	60.0	5	60.0
ALL	0	-	0	-	5	60.0	5	60.0

PERFORMANCE IN 2011

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2011 Level	N	%	N	%	N	%	N	%	N	%
KN (14)	Beginning	10	71.4	11	78.6	14	100.0	14	100.0	14	100.0
	Intermediate	3	21.4	2	14.3	0	0.0	0	0.0	0	0.0
	Advanced	1	7.1	1	7.1	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (9)	Beginning	7	77.8	6	66.7	8	88.9	9	100.0	9	100.0
	Intermediate	1	11.1	2	22.2	1	11.1	0	0.0	0	0.0
	Advanced	1	11.1	1	11.1	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (17)	Beginning	0	0.0	0	0.0	2	11.8	0	0.0	0	0.0
	Intermediate	0	0.0	11	64.7	12	70.6	8	47.1	8	47.1
	Advanced	17	100.0	6	35.3	2	11.8	5	29.4	5	29.4
	Advanced High	0	0.0	0	0.0	1	5.9	4	23.5	4	23.5
3 (8)	Beginning	0	0.0	1	12.5	2	25.0	0	0.0	0	0.0
	Intermediate	1	12.5	2	25.0	5	62.5	1	12.5	1	12.5
	Advanced	7	87.5	5	62.5	1	12.5	1	12.5	2	25.0
	Advanced High	0	0.0	0	0.0	0	0.0	6	75.0	5	62.5
4 (12)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	8.3	4	33.3	6	50.0	2	16.7	2	16.7
	Advanced	8	66.7	8	66.7	5	41.7	4	33.3	4	33.3
	Advanced High	3	25.0	0	0.0	1	8.3	6	50.0	6	50.0

PROGRESSION FROM
2010 TO 2011

Number Rated Both Years		2010 Level			
N (%) Progressed	2011 Level	Beg	Int	Adv	Adv High
— —	Beginning	—			
	Intermediate	—	—		
	Advanced	—	—	—	
	Advanced High	—	—	—	
8 0 (0.0%)	Beginning	8			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
16 12 (75.0%)	Beginning	0			
	Intermediate	6	2		
	Advanced	0	3	2	
	Advanced High	0	0	3	
8 6 (75.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	1	1	
	Advanced High	0	0	5	
12 9 (75.0%)	Beginning	0			
	Intermediate	1	1		
	Advanced	0	2	2	
	Advanced High	0	0	6	

PERFORMANCE IN 2011

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2011 Level	N	%	N	%	N	%	N	%	N	%
5 (10)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	2	20.0	0	0.0	1	10.0	1	10.0
	Advanced	3	30.0	7	70.0	4	40.0	2	20.0	2	20.0
	Advanced High	7	70.0	1	10.0	6	60.0	7	70.0	7	70.0
ALL (70)	Beginning	17	24.3	18	25.7	26	37.1	23	32.9	23	32.9
	Intermediate	6	8.6	23	32.9	24	34.3	12	17.1	12	17.1
	Advanced	37	52.9	28	40.0	12	17.1	12	17.1	13	18.6
	Advanced High	10	14.3	1	1.4	8	11.4	23	32.9	22	31.4

PROGRESSION FROM
2010 TO 2011

Number Rated Both Years		2010 Level			
N (%) Progressed	2011 Level	Beg	Int	Adv	Adv High
10 8 (80.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	1	1	
	Advanced High	0	0	7	
54 35 (64.8%)	Beginning	8			
	Intermediate	7	5		
	Advanced	0	7	6	
	Advanced High	0	0	21	

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