

DATA PACKET

for 2011-12 planning



Dallas
Independent
School
District

Evaluation & Accountability
Data Analysis, Reporting, and Research Services
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School Number 150

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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	41
KN	44
1	50
2	43
3	36
4	48
5	52
ALL	314

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	206	65.6	17	73.9
American Indian/Alaska Native	4	1.3	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	101	32.2	5	21.7
White	2	0.6	0	0.0
Multiple	1	0.3	1	4.3
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	176	56.1
Economically disadvantaged	290	92.4
Limited English proficient (LEP)	74	23.6
Special education	31	9.9
Talented and Gifted (TAG)	26	8.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2009	40	26	65.0	0	0.0	0	0.0	14	35.0	0	0.0	—	—
	2010	32	18	56.3	0	0.0	0	0.0	14	43.8	0	0.0	—	—
	2011	41	20	48.8	1	2.4	0	0.0	20	48.8	0	0.0	0	0.0
KN	2009	41	28	68.3	0	0.0	0	0.0	13	31.7	0	0.0	—	—
	2010	46	36	78.3	0	0.0	0	0.0	10	21.7	0	0.0	—	—
	2011	44	29	65.9	1	2.3	0	0.0	14	31.8	0	0.0	0	0.0
1	2009	39	26	66.7	0	0.0	0	0.0	13	33.3	0	0.0	—	—
	2010	38	27	71.1	0	0.0	0	0.0	11	28.9	0	0.0	—	—
	2011	50	37	74.0	0	0.0	0	0.0	13	26.0	0	0.0	0	0.0
2	2009	56	43	76.8	0	0.0	0	0.0	13	23.2	0	0.0	—	—
	2010	40	30	75.0	0	0.0	0	0.0	10	25.0	0	0.0	—	—
	2011	43	31	72.1	1	2.3	0	0.0	11	25.6	0	0.0	0	0.0
3	2009	51	34	66.7	0	0.0	0	0.0	16	31.4	1	2.0	—	—
	2010	47	31	66.0	0	0.0	0	0.0	16	34.0	0	0.0	—	—
	2011	36	26	72.2	1	2.8	0	0.0	9	25.0	0	0.0	0	0.0
4	2009	34	23	67.6	0	0.0	0	0.0	11	32.4	0	0.0	—	—
	2010	51	35	68.6	0	0.0	0	0.0	15	29.4	1	2.0	—	—
	2011	48	29	60.4	0	0.0	0	0.0	18	37.5	0	0.0	1	2.1
5	2009	34	24	70.6	0	0.0	0	0.0	9	26.5	1	2.9	—	—
	2010	36	23	63.9	0	0.0	0	0.0	13	36.1	0	0.0	—	—
	2011	52	34	65.4	0	0.0	0	0.0	16	30.8	2	3.8	0	0.0
PK-5	2009	295	204	69.2	0	0.0	0	0.0	89	30.2	2	0.7	—	—
	2010	290	200	69.0	0	0.0	0	0.0	89	30.7	1	0.3	—	—
	2011	314	206	65.6	4	1.3	0	0.0	101	32.2	2	0.6	1	0.3

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	40	39	97.5	13	32.5	1	2.5	32	80.0	0	0.0	40	100.0	0.0
	2010	32	31	96.9	12	37.5	1	3.1	12	37.5	0	0.0	32	100.0	0.0
	2011	41	38	92.7	17	41.5	2	4.9	17	41.5	0	0.0	41	100.0	0.0
KN	2009	41	39	95.1	10	24.4	0	0.0	17	41.5	2	4.9	16	39.0	0.0
	2010	46	45	97.8	9	19.6	1	2.2	15	32.6	1	2.2	14	30.4	0.0
	2011	44	43	97.7	10	22.7	2	4.5	27	61.4	2	4.5	12	27.3	0.0
1	2009	39	35	89.7	12	30.8	0	0.0	22	56.4	3	7.7	5	12.8	0.0
	2010	38	38	100.0	10	26.3	2	5.3	22	57.9	0	0.0	8	21.1	2.6
	2011	50	45	90.0	9	18.0	1	2.0	32	64.0	3	6.0	5	10.0	2.0
2	2009	56	53	94.6	12	21.4	2	3.6	35	62.5	2	3.6	3	5.4	3.6
	2010	40	38	95.0	9	22.5	0	0.0	26	65.0	4	10.0	5	12.5	7.5
	2011	43	40	93.0	8	18.6	6	14.0	32	74.4	2	4.7	3	7.0	9.3
3	2009	51	46	90.2	10	19.6	1	2.0	31	60.8	6	11.8	6	11.8	5.9
	2010	47	42	89.4	12	25.5	2	4.3	27	57.4	6	12.8	6	12.8	0.0
	2011	36	33	91.7	7	19.4	2	5.6	26	72.2	2	5.6	3	8.3	16.7
4	2009	34	31	91.2	7	20.6	3	8.8	16	47.1	3	8.8	1	2.9	0.0
	2010	51	45	88.2	10	19.6	5	9.8	20	39.2	8	15.7	6	11.8	0.0
	2011	48	43	89.6	12	25.0	8	16.7	14	29.2	11	22.9	7	14.6	2.1
5	2009	34	32	94.1	4	11.8	4	11.8	11	32.4	7	20.6	4	11.8	0.0
	2010	36	33	91.7	4	11.1	7	19.4	17	47.2	4	11.1	4	11.1	0.0
	2011	52	48	92.3	11	21.2	10	19.2	28	53.8	6	11.5	3	5.8	5.8
PK-5	2009	295	275	93.2	68	23.1	11	3.7	164	55.6	23	7.8	75	25.4	1.7
	2010	290	272	93.8	66	22.8	18	6.2	139	47.9	23	7.9	75	25.9	1.4
	2011	314	290	92.4	74	23.6	31	9.9	176	56.1	26	8.3	74	23.6	4.8

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	40.1	13,515.0	38.0	94.9	12,939.1	95.7	11	27.4	22.3	35	11,501	87.3	85.1
	2010	43.3	13,234.2	40.9	94.5	12,616.4	95.3	13	30.0	21.7	35	11,233	80.9	84.9
	2011	41.3	13,210.6	39.3	95.1	12,645.0	95.7	7	16.9	21.5	33	11,602	79.8	87.8
1	2009	36.7	14,250.8	34.8	95.0	13,719.9	96.3	16	43.6	20.5	28	12,300	76.3	86.3
	2010	38.1	13,848.4	36.4	95.7	13,286.3	95.9	9	23.6	20.3	30	11,978	78.8	86.5
	2011	47.2	13,458.2	44.8	94.8	12,967.0	96.4	10	21.2	19.0	37	12,047	78.3	89.5
2	2009	57.4	13,950.1	55.4	96.5	13,499.0	96.8	5	8.7	18.5	51	12,231	88.9	87.7
	2010	38.8	13,440.8	36.9	95.1	12,947.4	96.3	12	30.9	19.2	32	11,794	82.5	87.7
	2011	41.2	13,012.8	40.2	97.6	12,592.7	96.8	8	19.4	17.1	37	11,853	89.8	91.1
3	2009	53.6	13,095.5	51.9	96.9	12,710.6	97.1	13	24.3	18.2	41	11,634	76.5	88.8
	2010	44.5	13,291.1	43.0	96.7	12,853.9	96.7	17	38.2	17.8	38	11,815	85.4	88.9
	2011	36.6	12,619.0	35.0	95.7	12,254.0	97.1	11	30.1	16.7	29	11,604	79.3	92.0
4	2009	36.2	12,156.4	34.6	95.5	11,789.9	97.0	9	24.8	17.9	30	10,731	82.8	88.3
	2010	50.8	12,299.7	49.0	96.6	11,900.0	96.8	11	21.7	17.3	42	10,987	82.8	89.3
	2011	43.9	12,506.4	42.8	97.4	12,149.9	97.1	8	18.2	15.7	41	11,544	93.3	92.3
5	2009	33.5	11,903.5	32.6	97.2	11,552.9	97.1	6	17.9	17.3	27	10,563	80.5	88.7
	2010	35.0	11,687.8	33.3	95.3	11,310.1	96.8	13	37.2	17.1	31	10,453	88.6	89.4
	2011	49.6	11,742.5	48.2	97.2	11,419.3	97.2	3	6.1	8.3	42	10,892	84.7	92.8
KN-5	2009	276.3	83,476.5	265.1	95.9	80,586.5	96.5	112	40.5	30.6	240	76,517	86.9	91.7
	2010	250.3	77,802.0	239.6	95.7	74,914.0	96.3	75	30.0	18.9	208	68,260	83.1	87.7
	2011	259.9	76,549.5	250.3	96.3	74,027.9	96.7	47	18.1	16.6	219	69,542	84.3	90.8

Teachers: 23

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	17	73.9
Hispanic	5	21.7
White	0	0.0
Multiple categories	1	4.3
Other	0	0.0

Gender	Number	Percentage
Female	19	82.6
Male	4	17.4

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	8.1	NA
2009-10	7.1	NA
2010-11	7.1	88.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	0	0.0
2	4	17.4
3	1	4.3
4	1	4.3
5	5	21.7
1-3	5	21.7
More than 3	18	78.3
1 - 5	11	47.8
6 - 10	5	21.7
11 - 20	4	17.4
More than 20	3	13.0

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	*	93.8	100.0	94.3		*	95.5		94.7	95.2	95.0	87.3	40
	2010		83.9	*	84.4		*	75.0		83.3	88.2	85.7	85.4	35
	2011		83.3	*	85.2		*	78.9		88.9	80.0	85.7	82.0	28
4	2009		68.2	100.0	75.9		100.0	62.5		66.7	88.2	78.1	75.8	32
	2010	*	71.0	71.4	67.6	*	*	66.7		60.0	84.2	71.8	77.9	39
	2011		91.7	100.0	96.3	*	*	*		88.9	100.0	93.5	78.6	31
5	2009		90.9	85.7	89.3		*	75.0		78.6	100.0	89.7	82.9	29
	2010		72.2	72.7	69.2		*	54.5		57.1	86.7	72.4	86.1	29
	2011	*	96.4	86.7	92.7	*	90.9	87.0		90.0	96.0	93.3	89.0	45
3-5	2009	*	85.5	95.8	87.0		88.9	80.4		81.3	94.3	88.1	81.5	101
	2010	*	76.3	77.3	73.9	*	66.7	66.7		67.3	86.3	76.7	83.4	103
	2011	*	90.8	92.0	91.6	100.0	92.3	84.8		89.3	93.8	91.3	83.6	104

	NUMBER TESTED IN GRADES 3-5											
2009	1	76	24	92	0	9	46	0	48	53	101	28,126
2010	1	80	22	92	1	6	36	0	52	51	103	24,751
2011	2	76	25	95	7	13	46	0	56	48	104	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	*	2	0	2		*	1		1	1	2	960	40
	2010		5	*	5		*	4		3	2	5	1,039	35
	2011		4	*	4		*	4		2	2	4	1,214	28
4	2009		7	0	7		0	6		5	2	7	2,449	32
	2010	*	9	2	11	*	*	3		8	3	11	1,640	39
	2011		2	0	1	*	*	*		2	0	2	1,506	31
5	2009		2	1	3		*	2		3	0	3	1,793	29
	2010		5	3	8		*	5		6	2	8	1,427	29
	2011	*	1	2	3	*	1	3		2	1	3	919	45
3-5	2009	*	11	1	12		1	9		9	3	12	5,202	101
	2010	*	19	5	24	*	2	12		17	7	24	4,106	103
	2011	*	7	2	8	0	1	7		6	3	9	3,639	104

NUMBER TESTED IN GRADES 3-5													
2009	1	76	24	92	0	9	46	0	48	53	101	28,126	
2010	1	80	22	92	1	6	36	0	52	51	103	24,751	
2011	2	76	25	95	7	13	46	0	56	48	104	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	82.7	85.4	82.5	84.7
	2010	81.5	77.6	80.0	77.5
	2011	78.1	74.0	79.8	70.1
4	2009	82.7	77.7	77.7	80.9
	2010	76.9	79.5	83.5	73.3
	2011	85.6	86.3	86.6	82.3
5	2009	82.2	81.0	84.9	73.7
	2010	82.0	74.6	75.0	74.3
	2011	84.4	79.4	86.1	79.3
3-5	2009	82.6	81.7	81.7	80.4
	2010	79.9	77.4	79.9	75.0
	2011	83.1	80.0	84.6	77.7

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	*	34.4	42.9	34.3		*	13.6		26.3	47.6	37.5	34.1	40
	2010		38.7	*	37.5		*	12.5		38.9	41.2	40.0	37.1	35
	2011		8.3	*	11.1		*	5.3		5.6	20.0	10.7	33.6	28
4	2009		9.1	60.0	24.1		50.0	18.8		20.0	29.4	25.0	18.4	32
	2010	*	22.6	14.3	20.6	*	*	0.0		15.0	26.3	20.5	19.4	39
	2011		33.3	33.3	29.6	*	*	*		38.9	30.8	35.5	27.7	31
5	2009		22.7	57.1	28.6		*	12.5		35.7	26.7	31.0	18.5	29
	2010		16.7	18.2	15.4		*	0.0		21.4	13.3	17.2	23.6	29
	2011	*	21.4	26.7	22.0	*	27.3	13.0		25.0	28.0	26.7	28.1	45
3-5	2009	*	23.7	54.2	29.3		44.4	15.2		27.1	35.8	31.7	22.7	101
	2010	*	27.5	22.7	25.0	*	16.7	5.6		25.0	27.5	26.2	26.2	103
	2011	*	21.1	28.0	21.1	0.0	30.8	10.9		23.2	27.1	25.0	29.7	104

	NUMBER TESTED IN GRADES 3-5											
2009	1	76	24	92	0	9	46	0	48	53	101	28,126
2010	1	80	22	92	1	6	36	0	52	51	103	24,751
2011	2	76	25	95	7	13	46	0	56	48	104	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	*	79.4	86.7	80.0		87.5	73.3		86.4	78.6	82.0	77.3	50
	2010		83.9	86.7	83.3		91.7	73.7		84.6	85.0	84.8	78.2	46
	2011		75.0	88.9	78.8		85.7	80.0		76.2	84.6	79.4	80.7	34
4	2009		78.3	100.0	83.3		100.0	68.8		81.3	88.2	84.8	79.4	33
	2010	*	80.6	78.6	80.5	*	88.9	70.0		63.6	95.8	80.4	81.8	46
	2011		87.5	93.3	91.7	*	100.0	92.3		95.7	82.4	90.0	82.6	40
5	2009		86.4	85.7	85.7		*	62.5		78.6	93.3	86.2	87.0	29
	2010		72.2	100.0	84.6		*	72.7		78.6	86.7	82.8	87.7	29
	2011	*	86.2	86.7	85.7	*	90.9	79.2		80.0	92.3	87.0	88.7	46
3-5	2009	*	81.0	90.6	82.5		87.5	70.4		82.7	85.0	83.9	81.0	112
	2010	*	80.0	87.5	82.6	*	91.7	72.5		75.8	89.8	82.6	82.3	121
	2011	*	83.1	89.7	85.6	75.0	92.9	82.3		84.4	87.5	85.8	83.9	120

	NUMBER TESTED IN GRADES 3-5											
2009	1	79	32	103	0	16	54	0	52	60	112	33,546
2010	1	80	40	109	1	24	40	0	62	59	121	34,834
2011	2	77	39	111	8	28	62	0	64	56	120	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	*	7	2	9		1	8		3	6	9	2,781	50
	2010		5	2	7		1	5		4	3	7	2,739	46
	2011		6	1	7		1	5		5	2	7	2,370	34
4	2009		5	0	5		0	5		3	2	5	2,196	33
	2010	*	6	3	8	*	1	3		8	1	9	2,101	46
	2011		3	1	3	*	0	1		1	3	4	2,100	40
5	2009		3	1	4		*	3		3	1	4	1,386	29
	2010		5	0	4		*	3		3	2	5	1,314	29
	2011	*	4	2	6	*	1	5		4	2	6	1,274	46
3-5	2009	*	15	3	18		2	16		9	9	18	6,363	112
	2010	*	16	5	19	*	2	11		15	6	21	6,154	121
	2011	*	13	4	16	2	2	11		10	7	17	5,744	120

	NUMBER TESTED IN GRADES 3-5											
2009	1	79	32	103	0	16	54	0	52	60	112	33,546
2010	1	80	40	109	1	24	40	0	62	59	121	34,834
2011	2	77	39	111	8	28	62	0	64	56	120	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	78.0	85.7	93.0	79.0	87.5	72.5
	2010	85.0	79.0	87.7	77.9	76.6	67.1
	2011	78.2	77.9	83.8	81.9	78.7	66.5
4	2009	86.2	86.6	73.2	76.8	74.2	73.5
	2010	84.8	79.8	69.6	76.4	77.7	71.7
	2011	88.2	90.0	77.9	78.8	85.0	78.1
5	2009	76.2	83.7	85.2	73.4	85.3	79.3
	2010	80.3	75.9	81.8	71.4	81.9	69.4
	2011	85.0	80.1	85.1	71.7	79.3	69.0
3-5	2009	80.0	85.4	85.2	76.9	83.0	74.6
	2010	83.8	78.6	79.4	75.8	78.3	69.4
	2011	84.1	82.8	82.3	76.9	81.0	71.4

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)
3	2009	*	35.3	20.0	33.3		0.0	13.3		40.9	25.0	32.0	29.0	50
	2010		19.4	26.7	23.8		25.0	5.3		19.2	25.0	21.7	21.3	46
	2011		25.0	33.3	27.3		14.3	12.0		23.8	30.8	26.5	24.4	34
4	2009		13.0	50.0	23.3		50.0	18.8		25.0	23.5	24.2	31.6	33
	2010	*	25.8	28.6	24.4	*	11.1	0.0		27.3	25.0	26.1	29.1	46
	2011		20.8	40.0	25.0	*	50.0	38.5		21.7	35.3	27.5	31.3	40
5	2009		27.3	57.1	35.7		*	0.0		28.6	40.0	34.5	38.4	29
	2010		5.6	45.5	19.2		*	0.0		14.3	26.7	20.7	34.5	29
	2011	*	24.1	26.7	23.8	*	27.3	8.3		20.0	30.8	26.1	32.5	46
3-5	2009	*	26.6	37.5	31.1		18.8	13.0		32.7	28.3	30.4	32.8	112
	2010	*	18.8	32.5	22.9	*	16.7	2.5		21.0	25.4	23.1	27.9	121
	2011	*	23.4	33.3	25.2	12.5	32.1	16.1		21.9	32.1	26.7	29.3	120

	NUMBER TESTED IN GRADES 3-5											
2009	1	79	32	103	0	16	54	0	52	60	112	33,546
2010	1	80	40	109	1	24	40	0	62	59	121	34,834
2011	2	77	39	111	8	28	62	0	64	56	120	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		95.7	100.0	96.7		100.0	93.8		93.8	100.0	97.0	87.4	33
	2010	*	90.6	100.0	91.7	*	*	100.0		90.0	95.2	92.7	89.8	41
	2011		100.0	85.7	96.0	*	*	*		100.0	91.7	96.7	86.9	30

	NUMBER TESTED IN GRADE 4											
2009	0	23	10	30	0	6	16	0	16	17	33	10,032
2010	1	32	8	36	1	3	9	0	20	21	41	7,294
2011	0	22	7	25	2	1	2	0	18	12	30	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		1	0	1		0	1		1	0	1	1,264	33
	2010	*	3	0	3	*	*	0		2	1	3	744	41
	2011		0	1	1	*	*	*		0	1	1	908	30

	NUMBER TESTED IN GRADE 4											
2009	0	23	10	30	0	6	16	0	16	17	33	10,032
2010	1	32	8	36	1	3	9	0	20	21	41	7,294
2011	0	22	7	25	2	1	2	0	18	12	30	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	2.2	91.7	89.0	85.2	92.0
	2010	2.2	77.4	86.0	86.9	85.1
	2011	2.1	81.7	90.4	88.8	87.9

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		17.4	30.0	23.3		16.7	12.5		12.5	29.4	21.2	21.0	33
	2010	*	28.1	25.0	25.0	*	*	11.1		20.0	33.3	26.8	23.8	41
	2011		13.6	0.0	16.0	*	*	*		11.1	16.7	13.3	22.4	30

	NUMBER TESTED IN GRADE 4											
2009	0	23	10	30	0	6	16	0	16	17	33	10,032
2010	1	32	8	36	1	3	9	0	20	21	41	7,294
2011	0	22	7	25	2	1	2	0	18	12	30	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		45.5	71.4	50.0		*	0.0		50.0	53.3	51.7	75.9	29
	2010		68.8	90.9	79.2		*	66.7		69.2	85.7	77.8	81.4	27
	2011	*	64.3	73.3	68.3	*	72.7	56.0		70.0	68.0	68.9	80.9	45

	NUMBER TESTED IN GRADE 5											
2009	0	22	7	28	0	2	8	0	14	15	29	10,550
2010	0	16	11	24	0	3	9	0	13	14	27	10,576
2011	2	28	15	41	4	11	25	0	20	25	45	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		12	2	14		*	8		7	7	14	2,542	29
	2010		5	1	5		*	3		4	2	6	1,965	27
	2011	*	10	4	13	*	3	11		6	8	14	1,942	45

NUMBER TESTED IN GRADE 5													
2009	0	22	7	28	0	2	8	0	14	15	29	10,550	
2010	0	16	11	24	0	3	9	0	13	14	27	10,576	
2011	2	28	15	41	4	11	25	0	20	25	45	10,176	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	79.6	87.7	74.7	47.1
	2010	85.5	86.0	81.5	71.2
	2011	81.9	82.0	84.7	77.0

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)
5	2009		4.5	0.0	3.6		*	0.0		7.1	0.0	3.4	29.1	29
	2010		12.5	36.4	20.8		*	0.0		23.1	21.4	22.2	32.8	27
	2011	*	21.4	6.7	14.6	*	18.2	8.0		20.0	16.0	17.8	34.0	45

	NUMBER TESTED IN GRADES 5											
2009	0	22	7	28	0	2	8	0	14	15	29	10,550
2010	0	16	11	24	0	3	9	0	13	14	27	10,576
2011	2	28	15	41	4	11	25	0	20	25	45	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			77.8	77.8	*	87.5	75.0		*	71.4	77.8	89.4	9
	2010			81.8	80.0		81.8	*		75.0	*	81.8	84.5	11
	2011			*	100.0		100.0	100.0		*	*	100.0	87.2	6
4	2009												72.7	0
	2010			87.5	87.5	*	87.5	*		*	83.3	87.5	84.4	8
	2011			100.0	100.0		100.0	100.0		*	*	100.0	85.0	9
ALL	2009			77.8	77.8	*	87.5	75.0		*	71.4	77.8	—	9
	2010			84.2	83.3	*	84.2	*		80.0	88.9	84.2	—	19
	2011			100.0	100.0		100.0	100.0		100.0	100.0	100.0	—	15

NUMBER TESTED IN GRADES ALL													
2009	0	0	9	9	1	8	8	0	2	7	9	—	
2010	0	0	19	18	1	19	5	0	10	9	19	—	
2011	0	0	14	15	0	15	15	0	8	7	15	—	

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			2	2	*	1	2		*	2	2	514	9
	2010			2	2		2	*		2	*	2	863	11
	2011			*	0		0	0		*	*	0	710	6
4	2009												268	0
	2010			1	1	*	1	*		*	1	1	651	8
	2011			0	0		0	0		*	*	0	755	9
ALL	2009			2	2	*	1	2		*	2	2	—	9
	2010			3	3	*	3	*		2	1	3	—	19
	2011			0	0		0	0		0	0	0	—	15

NUMBER TESTED IN GRADES ALL													
2009	0	0	9	9	1	8	8	0	2	7	9	—	
2010	0	0	19	18	1	19	5	0	10	9	19	—	
2011	0	0	14	15	0	15	15	0	8	7	15	—	

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	80.7	81.0	70.4	76.4
	2010	70.3	75.3	71.2	67.0
	2011	82.2	92.9	83.3	83.3
4	2009				
	2010	74.2	70.3	78.6	71.3
	2011	84.4	87.5	87.3	88.9
ALL	2009	80.7	81.0	70.4	76.4
	2010	71.9	73.2	74.3	68.8
	2011	83.6	89.6	85.7	86.7

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			33.3	33.3	*	37.5	25.0		*	28.6	33.3	30.6	9
	2010			18.2	20.0		18.2	*		12.5	*	18.2	39.6	11
	2011			*	50.0		50.0	50.0		*	*	50.0	43.5	6
4	2009												21.1	0
	2010			12.5	12.5	*	12.5	*		*	16.7	12.5	34.4	8
	2011			44.4	44.4		44.4	44.4		*	*	44.4	38.5	9
ALL	2009			33.3	33.3	*	37.5	25.0		*	28.6	33.3	—	9
	2010			15.8	16.7	*	15.8	*		10.0	22.2	15.8	—	19
	2011			42.9	46.7		46.7	46.7		37.5	57.1	46.7	—	15

NUMBER TESTED IN ALL GRADES													
2009	0	0	9	9	1	8	8	0	2	7	9	—	
2010	0	0	19	18	1	19	5	0	10	9	19	—	
2011	0	0	14	15	0	15	15	0	8	7	15	—	

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			87.5	87.5	*	87.5	*		*	83.3	87.5	93.7	8
	2011			100.0	100.0		100.0	100.0		*	*	100.0	93.2	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	0	0	0	0	0	0	0	0	0	0	981	
2010	0	0	8	8	1	8	2	0	2	6	8	4,216	
2011	0	0	9	9	0	9	9	0	5	4	9	5,054	

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	Spec Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009												127	0
	2010			1	1	*	1	*		*	1	1	266	8
	2011			0	0		0	0		*	*	0	346	9

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	8	8	1	8	2	0	2	6	8		4,216
2011	0	0	9	9	0	9	9	0	5	4	9		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	2.4	87.5	82.8	85.9	79.7
	2011	2.2	94.4	91.7	94.4	87.5

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			37.5	37.5	*	37.5	*		*	33.3	37.5	30.4	8
	2011			22.2	22.2		22.2	22.2		*	*	22.2	27.7	9

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	8	8	1	8	2	0	2	6	8		4,216
2011	0	0	9	9	0	9	9	0	5	4	9		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	1
	2010		*		*	*		*		*		*	81.1	1
	2011		*		*	*		*		*	*	*	81.7	3
4	2009		*	*	*	*	*	*		*	*	*	71.8	3
	2010		*		*	*		*		*	*	*	75.8	4
	2011		*		*	*		*		*		*	76.6	2
5	2009	*	*	*	*	*	*	*		*		*	80.3	4
	2010		*	*	100.0	100.0	*	*		*	*	100.0	93.9	6
	2011		100.0	*	100.0	100.0		100.0		*	*	100.0	95.1	7
3-5	2009	*	*	*	87.5	87.5	*	*		*	*	87.5	79.2	8
	2010		100.0	*	100.0	100.0	*	100.0		*	100.0	100.0	84.8	11
	2011		100.0	*	100.0	100.0		100.0		100.0	*	100.0	84.8	12

	NUMBER TESTED IN GRADES 3-5											
2009	1	5	2	8	8	2	4	0	5	3	8	1,867
2010	0	10	1	11	11	1	7	0	5	6	11	1,749
2011	0	11	1	12	12	0	10	0	7	5	12	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	1
	2010		*		*	*		*		*		*	96	1
	2011		*		*	*		*		*	*	*	69	3
4	2009		*	*	*	*	*	*		*	*	*	192	3
	2010		*		*	*		*		*	*	*	126	4
	2011		*		*	*		*		*		*	123	2
5	2009	*	*	*	*	*	*	*		*		*	137	4
	2010		*	*	0	0	*	*		*	*	0	44	6
	2011		0	*	0	0		0		*	*	0	26	7
3-5	2009	*	*	*	1	1	*	*		*	*	1	389	8
	2010		0	*	0	0	*	0		*	0	0	266	11
	2011		0	*	0	0		0		0	*	0	218	12

	NUMBER TESTED IN GRADES 3-5											
2009	1	5	2	8	8	2	4	0	5	3	8	1,867
2010	0	10	1	11	11	1	7	0	5	6	11	1,749
2011	0	11	1	12	12	0	10	0	7	5	12	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	*	*	*	*
5	2009	*	*	*	*
	2010	66.7	69.4	63.9	69.7
	2011	81.8	78.6	64.3	83.1
3-5	2009	64.6	56.3	65.8	54.7
	2010	71.6	66.7	60.0	69.1
	2011	76.9	77.8	68.9	82.2

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		*		*	*		*			*	*	16.2	1
	2010		*		*	*		*		*		*	19.1	1
	2011		*		*	*		*		*	*	*	20.9	3
4	2009		*	*	*	*	*	*		*	*	*	8.9	3
	2010		*		*	*		*		*	*	*	15.2	4
	2011		*		*	*		*		*		*	13.7	2
5	2009	*	*	*	*	*	*	*		*		*	14.1	4
	2010		*	*	0.0	0.0	*	*		*	*	0.0	15.4	6
	2011		16.7	*	14.3	14.3		0.0		*	*	14.3	16.5	7
3-5	2009	*	*	*	0.0	0.0	*	*		*	*	0.0	12.7	8
	2010		0.0	*	0.0	0.0	*	0.0		*	0.0	0.0	16.4	11
	2011		27.3	*	25.0	25.0		10.0		14.3	*	25.0	16.6	12

	NUMBER TESTED IN GRADES 3-5											
2009	1	5	2	8	8	2	4	0	5	3	8	1,867
2010	0	10	1	11	11	1	7	0	5	6	11	1,749
2011	0	11	1	12	12	0	10	0	7	5	12	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	2
	2010		*		*	*		*		*		*	78.3	1
	2011		*		*	*		*		*	*	*	82.7	3
4	2009		*	*	*	*	*	*		*	*	*	75.8	3
	2010		*	*	*	*	*	*		*	*	*	80.6	5
	2011		*		*	*		*		*		*	80.2	2
5	2009	*	*	*	*	*	*	*		*		*	80.2	4
	2010		*	*	100.0	100.0	*	*		*	*	100.0	86.4	6
	2011		*	*	100.0	100.0		*		*	*	100.0	88.1	6
3-5	2009	*	*	*	100.0	100.0	*	*		*	100.0	100.0	78.8	9
	2010		100.0	*	100.0	100.0	*	100.0		*	100.0	100.0	82.4	12
	2011		100.0	*	100.0	100.0		100.0		100.0	*	100.0	83.8	11

	NUMBER TESTED IN GRADES 3-5											
2009	1	5	3	9	9	3	5	0	5	4	9	1,743
2010	0	10	2	12	12	2	8	0	5	7	12	1,615
2011	0	10	1	11	11	0	9	0	7	4	11	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	2
	2010		*		*	*		*		*		*	102	1
	2011		*		*	*		*		*	*	*	63	3
4	2009		*	*	*	*	*	*		*	*	*	157	3
	2010		*	*	*	*	*	*		*	*	*	92	5
	2011		*		*	*		*		*		*	101	2
5	2009	*	*	*	*	*	*	*		*		*	127	4
	2010		*	*	0	0	*	*		*	*	0	91	6
	2011		*	*	0	0		*		*	*	0	60	6
3-5	2009	*	*	*	0	0	*	*		*	*	0	369	9
	2010		0	*	0	0	*	0		*	0	0	285	12
	2011		0	*	0	0		0		0	*	0	224	11

	NUMBER TESTED IN GRADES 3-5											
2009	1	5	3	9	9	3	5	0	5	4	9	1,743
2010	0	10	2	12	12	2	8	0	5	7	12	1,615
2011	0	10	1	11	11	0	9	0	7	4	11	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	*	*	*	*	*	*
5	2009	*	*	*	*	*	*
	2010	72.2	63.9	80.6	58.3	94.4	76.7
	2011	75.9	75.0	94.4	77.8	94.4	70.0
3-5	2009	64.0	74.1	66.3	66.3	59.3	46.7
	2010	72.0	71.9	71.9	60.8	77.8	68.9
	2011	79.3	71.2	89.7	69.7	87.9	71.5

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	2
	2010		*		*	*		*		*		*	13.4	1
	2011		*		*	*		*		*	*	*	20.6	3
4	2009		*	*	*	*	*	*		*	*	*	14.0	3
	2010		*	*	*	*	*	*		*	*	*	20.2	5
	2011		*		*	*		*		*		*	25.3	2
5	2009	*	*	*	*	*	*	*		*		*	17.2	4
	2010		*	*	0.0	0.0	*	*		*	*	0.0	18.9	6
	2011		*	*	50.0	50.0		*		*	*	50.0	20.0	6
3-5	2009	*	*	*	11.1	11.1	*	*		*	*	11.1	17.3	9
	2010		20.0	*	16.7	16.7	*	12.5		*	28.6	16.7	17.7	12
	2011		50.0	*	45.5	45.5		44.4		28.6	*	45.5	22.1	11

	NUMBER TESTED IN GRADES 3-5											
2009	1	5	3	9	9	3	5	0	5	4	9	1,743
2010	0	10	2	12	12	2	8	0	5	7	12	1,615
2011	0	10	1	11	11	0	9	0	7	4	11	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)
5	2009	*	*	*	*	*	*	*		*		*	37.5	4
	2010		*	*	33.3	33.3	*	*		*	*	33.3	49.0	6
	2011		66.7	*	71.4	71.4		83.3		*	*	71.4	55.5	7

NUMBER TESTED IN GRADE 5													
2009	1	2	1	4	4	1	2	0	4	0	4	637	
2010	0	5	1	6	6	1	4	0	3	3	6	667	
2011	0	6	1	7	7	0	6	0	3	4	7	452	

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	*	*	*	*	*	*	*		*		*	398	4
	2010		*	*	4	4	*	*		*	*	4	340	6
	2011		2	*	2	2		1		*	*	2	201	7

NUMBER TESTED IN GRADE 5													
2009	1	2	1	4	4	1	2	0	4	0	4	637	
2010	0	5	1	6	6	1	4	0	3	3	6	667	
2011	0	6	1	7	7	0	6	0	3	4	7	452	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	*	*	*	*
	2010	75.8	78.6	78.6	66.7
	2011	75.3	87.8	87.8	81.6

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	*	*	*	*	*	*	*		*		*	4.9	4
	2010		*	*	0.0	0.0	*	*		*	*	0.0	10.3	6
	2011		16.7	*	14.3	14.3		16.7		*	*	14.3	15.5	7

NUMBER TESTED IN GRADE 5													
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested
2009	1	2	1	4	4	1	2	0	4	0	4	637	
2010	0	5	1	6	6	1	4	0	3	3	6	667	
2011	0	6	1	7	7	0	6	0	3	4	7	452	

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	*	46.7	41.2	61.2	34
	2011	25.0	37.5	31.3	63.3	32
1	2009	22.2	73.3	54.2	54.2	24
	2010	20.0	73.3	46.7	55.2	30
	2011	13.0	81.3	41.0	58.1	39
2	2009	9.5	75.0	41.5	47.9	41
	2010	11.8	57.1	32.3	48.6	31
	2011	18.2	72.7	36.4	50.7	33
5	2009					0
	2010					0
	2011	7.1	36.4	20.0	36.2	50
1-5	2009	13.3	74.3	46.2	51.0	65
	2010	15.6	65.5	39.3	51.9	61
	2011	12.3	59.2	31.1	47.2	122

Number Tested	2009	30	35	65	15,925	
	2010	36	59	95	20,252	
	2011	89	65	154	29,763	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009	43.8	52.4	48.6	52.8	37
	2010	42.9	36.7	38.6	51.2	44
	2011	26.9	56.3	38.1	56.8	42
1	2009	11.1	60.0	41.7	50.4	24
	2010	39.1	43.8	41.0	48.8	39
	2011	31.3	47.1	36.7	53.1	49
2	2009	8.7	75.0	39.5	53.2	43
	2010	26.9	71.4	42.5	54.6	40
	2011	25.0	69.2	37.8	56.8	45
5	2009					0
	2010					0
	2011	17.9	47.6	30.6	44.8	49
K-5	2009	20.8	62.5	43.3	52.3	104
	2010	34.9	46.7	40.7	51.5	123
	2011	25.4	53.7	35.7	53.3	185

Number Tested	2009	48	56	104	30,563	
	2010	63	60	123	40,163	
	2011	118	67	185	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		42.4	*	39.4	*		*		33.3	47.4	41.2	61.2	34
	2011		37.0	*	32.3	*		25.0		25.0	37.5	31.3	63.3	32
1	2009		59.1	*	52.2		*	22.2		53.3	55.6	54.2	54.2	24
	2010		44.4	*	46.7	*	*	20.0		66.7	26.7	46.7	55.2	30
	2011		38.9	*	41.2	*		13.0		29.2	60.0	41.0	58.1	39
2	2009		41.0	*	38.5	*	*	9.5		31.3	48.0	41.5	47.9	41
	2010		34.5	*	31.0		*	11.8		26.3	41.7	32.3	48.6	31
	2011		37.9	*	35.5	*	*	18.2		44.4	26.7	36.4	50.7	33
1-2	2009		47.5	*	43.5	*	*	13.3		41.9	50.0	46.2	51.0	65
	2010		39.3	*	39.0	*	*	15.6		44.1	33.3	39.3	51.9	61
	2011		38.5	33.3	38.5	*	*	15.6		35.7	43.3	38.9	54.4	72
5	2009													0
	2010													0
	2011	*	20.6	20.0	19.6	0.0	10.0	7.1		20.0	20.0	20.0	36.2	50
1-5	2009		47.5	*	43.5	*	*	13.3		41.9	50.0	46.2	51.0	65
	2010		39.3	*	39.0	*	*	15.6		44.1	33.3	39.3	51.9	61
	2011	*	32.3	23.8	30.6	0.0	9.1	12.3		30.6	31.7	31.1	47.2	122

Number Tested	2009	0	61	4	62	2	2	30	0	31	34	65	14,637
	2010	0	56	4	59	2	2	32	0	34	27	61	13,990
	2011	1	99	21	111	13	11	73	0	62	60	122	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		2	*	1	*		*		1	1	2	1,717	34
	2011		3	*	3	*		0		1	2	3	2,106	32
1	2009		5	*	4		*	1		2	3	5	1,659	24
	2010		7	*	7	*	*	1		4	3	7	1,729	30
	2011		6	*	7	*		1		3	4	7	1,963	39
2	2009		3	*	2	*	*	0		0	3	3	1,027	41
	2010		3	*	3		*	0		1	2	3	954	31
	2011		0	*	0	*	*	0		0	0	0	1,020	33
1-2	2009		8	*	6	*	*	1		2	6	8	2,688	65
	2010		10	*	10	*	*	1		5	5	10	2,683	61
	2011		6	1	7	*	*	1		3	4	7	2,983	72
5	2009													0
	2010													0
	2011	*	2	0	2	0	0	0		1	1	2	701	50
1-5	2009		8	*	6	*	*	1		2	6	8	2,688	65
	2010		10	*	10	*	*	1		5	5	10	2,683	61
	2011	*	8	1	9	0	0	1		4	5	9	3,694	122

Number Tested	2009	0	61	4	62	2	2	30	0	31	34	65	14,637
	2010	0	56	4	59	2	2	32	0	34	27	61	13,990
	2011	1	99	21	111	13	11	73	0	62	60	122	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		45.8	53.8	48.6		60.0	43.8		43.8	52.4	48.6	52.8	37
	2010		35.3	50.0	37.2	*	55.6	42.9		28.6	47.8	38.6	51.2	44
	2011		44.4	28.6	39.0	*	40.0	26.9		40.9	35.0	38.1	56.8	42
1	2009		45.5	*	43.5		*	11.1		40.0	44.4	41.7	50.4	24
	2010		25.9	72.7	41.0	*	70.0	39.1		42.9	38.9	41.0	48.8	39
	2011		33.3	46.2	39.5	*	44.4	31.3		37.9	35.0	36.7	53.1	49
2	2009		39.0	*	36.6	*	*	8.7		38.9	40.0	39.5	53.2	43
	2010		36.7	60.0	44.7		66.7	26.9		34.8	52.9	42.5	54.6	40
	2011		31.3	50.0	40.5	0.0	55.6	25.0		32.0	45.0	37.8	56.8	45
K-2	2009		42.5	47.1	42.4	*	50.0	20.8		40.8	45.5	43.3	52.3	104
	2010		33.0	61.3	40.8	*	64.3	34.9		35.4	46.6	40.7	51.5	123
	2011		35.8	41.0	39.7	11.1	46.4	27.8		36.8	38.3	37.5	55.6	136
5	2009													0
	2010													0
	2011	*	24.2	40.0	28.3	11.1	40.0	17.9		20.0	37.9	30.6	44.8	49
K-5	2009		42.5	47.1	42.4	*	50.0	20.8		40.8	45.5	43.3	52.3	104
	2010		33.0	61.3	40.8	*	64.3	34.9		35.4	46.6	40.7	51.5	123
	2011	*	32.8	40.7	36.6	11.1	44.7	25.4		33.3	38.2	35.7	53.3	185

Number Tested	2009	0	87	17	99	2	12	48	0	49	55	104	30,563
	2010	0	91	31	120	3	28	63	0	65	58	123	40,163
	2011	1	128	54	172	18	38	118	0	96	89	185	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		3	0	3		0	0		2	1	3	2,455	37
	2010		2	0	1	*	0	0		1	1	2	2,358	44
	2011		1	0	1	*	0	0		0	1	1	2,815	42
1	2009		6	*	6		*	0		5	1	6	1,577	24
	2010		3	1	4	*	1	1		2	2	4	2,266	39
	2011		3	1	4	*	0	0		2	2	4	2,716	49
2	2009		3	*	3	*	*	0		1	2	3	1,686	43
	2010		1	2	3		2	2		2	1	3	2,484	40
	2011		4	2	6	0	1	1		2	4	6	2,746	45
K-2	2009		12	0	12	*	0	0		8	4	12	5,718	104
	2010		6	3	8	*	3	3		5	4	9	7,108	123
	2011		8	3	11	0	1	1		4	7	11	8,277	136
5	2009													0
	2010													0
	2011	*	1	1	3	0	0	0		1	2	3	1,395	49
K-5	2009		12	0	12	*	0	0		8	4	12	5,718	104
	2010		6	3	8	*	3	3		5	4	9	7,108	123
	2011	*	9	4	14	0	1	1		5	9	14	9,696	185

Number Tested	2009	0	87	17	99	2	12	48	0	49	55	104	30,563
	2010	0	91	31	120	3	28	63	0	65	58	123	40,163
	2011	1	128	54	172	18	38	118	0	96	89	185	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		54.5	69.2	59.4		75.0	55.0		50.0	70.6	60.0	66.0	35
	2010		44.4	72.7	53.8	*	70.0	52.2		57.1	50.0	53.8	63.5	39
	2011		47.2	92.3	58.1	*	88.9	59.4		62.1	55.0	59.2	66.7	49
2	2009		48.8	53.8	47.1	*	50.0	38.2		54.2	46.7	50.0	60.9	54
	2010		43.3	50.0	44.7		55.6	38.5		39.1	52.9	45.0	61.4	40
	2011		44.8	41.7	46.2	*	44.4	31.0		30.4	57.9	42.9	62.0	42
1-2	2009		50.8	61.5	51.8	*	62.5	44.4		52.4	55.3	53.9	63.5	89
	2010		43.9	61.9	49.4	*	63.2	44.9		47.7	51.4	49.4	62.5	79
	2011		46.2	68.0	52.4	*	66.7	45.9		48.1	56.4	51.6	64.4	91
5	2009													0
	2010													0
	2011	*	44.1	46.7	43.5	22.2	50.0	39.3		25.0	60.0	46.0	48.6	50
1-5	2009		50.8	61.5	51.8	*	62.5	44.4		52.4	55.3	53.9	63.5	89
	2010		43.9	61.9	49.4	*	63.2	44.9		47.7	51.4	49.4	62.5	79
	2011	*	45.5	60.0	49.2	23.1	60.7	43.8		41.7	58.0	49.6	59.7	141

Number Tested	2009	0	63	26	83	2	24	54	0	42	47	89	27,480
	2010	0	57	21	77	2	19	49	0	44	35	79	26,937
	2011	1	99	40	128	13	28	89	0	72	69	141	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		6	4	10		4	4		5	5	10	4,597	35
	2010		5	7	12	*	6	6		7	5	12	4,129	39
	2011		7	6	12	*	4	8		8	5	13	4,427	49
2	2009		6	2	7	*	1	3		5	3	8	3,822	54
	2010		6	4	10		4	4		4	6	10	3,776	40
	2011		9	2	11	*	1	3		5	6	11	3,810	42
1-2	2009		12	6	17	*	5	7		10	8	18	8,419	89
	2010		11	11	22	*	10	10		11	11	22	7,905	79
	2011		16	8	23	*	5	11		13	11	24	8,237	91
5	2009													0
	2010													0
	2011	*	2	1	3	0	0	0		1	2	3	1,416	50
1-5	2009		12	6	17	*	5	7		10	8	18	8,419	89
	2010		11	11	22	*	10	10		11	11	22	7,905	79
	2011	*	18	9	26	1	5	11		14	13	27	9,660	141

Number Tested	2009	0	63	26	83	2	24	54	0	42	47	89	27,480
	2010	0	57	21	77	2	19	49	0	44	35	79	26,937
	2011	1	99	40	128	13	28	89	0	72	69	141	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			100.0	100.0		100.0	100.0		*	*	100.0	88.6	9
	2010			100.0	100.0		100.0	100.0		*	*	100.0	89.3	9
	2011			90.0	90.0		90.0	90.0		83.3	*	90.0	90.9	10
1	2009			100.0	100.0		100.0	100.0		*	100.0	100.0	88.6	11
	2010			88.9	88.9		88.9	87.5		83.3	*	88.9	89.1	9
	2011			88.9	87.5		87.5	87.5		*	*	88.9	89.4	9
K-2	2009			90.3	88.9		90.3	90.3		84.6	94.4	90.3	90.4	31
	2010			96.2	96.2		96.2	96.0		92.9	100.0	96.2	90.7	26
	2011			92.9	92.3		92.3	92.0		93.3	92.3	92.9	91.7	28
5	2009													0
	2010													0
	2011			*	*		*	*		*		*	93.5	1
K-5	2009			90.3	88.9		90.3	90.3		84.6	94.4	90.3	90.4	31
	2010			96.2	96.2		96.2	96.0		92.9	100.0	96.2	90.7	26
	2011			93.1	92.6		92.6	92.3		93.8	92.3	93.1	91.9	29

Number Tested	2009	0	0	31	27	0	31	31	0	13	18	31	19,076
	2010	0	0	26	26	0	26	25	0	14	12	26	19,041
	2011	0	0	29	27	0	27	26	0	16	13	29	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		6	6		*	*	6	3,525	9
	2010			7	7		7	7		*	*	7	3,523	9
	2011			8	8		8	8		4	*	8	3,964	10
1	2009			2	1		2	2		*	1	2	2,523	11
	2010			2	2		2	2		1	*	2	2,529	9
	2011			2	2		2	2		*	*	2	2,459	9
K-2	2009			10	8		10	10		3	7	10	8,957	31
	2010			13	13		13	13		7	6	13	9,092	26
	2011			12	12		12	12		7	5	12	9,650	28
5	2009													0
	2010													0
	2011			*	*		*	*		*		*	856	1
K-5	2009			10	8		10	10		3	7	10	8,957	31
	2010			13	13		13	13		7	6	13	9,092	26
	2011			12	12		12	12		7	5	12	10,519	29

Number Tested	2009	0	0	31	27	0	31	31	0	13	18	31	19,076
	2010	0	0	26	26	0	26	25	0	14	12	26	19,041
	2011	0	0	29	27	0	27	26	0	16	13	29	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
5	0	-	1	100.0	0	-	1	100.0
ALL	0	-	1	100.0	0	-	1	100.0

PERFORMANCE IN 2011

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2011 Level	N	%	N	%	N	%	N	%	N	%
KN (11)	Beginning	9	81.8	10	90.9	11	100.0	11	100.0	11	100.0
	Intermediate	1	9.1	1	9.1	0	0.0	0	0.0	0	0.0
	Advanced	1	9.1	0	0.0	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 (11)	Beginning	8	72.7	10	90.9	10	90.9	10	90.9	10	90.9
	Intermediate	2	18.2	1	9.1	1	9.1	1	9.1	1	9.1
	Advanced	1	9.1	0	0.0	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 (8)	Beginning	2	25.0	2	25.0	3	37.5	1	12.5	1	12.5
	Intermediate	1	12.5	1	12.5	0	0.0	3	37.5	3	37.5
	Advanced	1	12.5	1	12.5	2	25.0	2	25.0	2	25.0
	Advanced High	4	50.0	4	50.0	3	37.5	2	25.0	2	25.0
3 (8)	Beginning	0	0.0	0	0.0	1	12.5	0	0.0	0	0.0
	Intermediate	1	12.5	4	50.0	4	50.0	1	14.3	1	14.3
	Advanced	5	62.5	2	25.0	2	25.0	3	42.9	3	42.9
	Advanced High	2	25.0	2	25.0	1	12.5	3	42.9	3	42.9
4 (13)	Beginning	0	0.0	0	0.0	1	7.7	1	7.7	1	7.7
	Intermediate	2	15.4	3	23.1	5	38.5	0	0.0	0	0.0
	Advanced	8	61.5	6	46.2	5	38.5	3	23.1	4	30.8
	Advanced High	3	23.1	4	30.8	2	15.4	9	69.2	8	61.5

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	—	—	—	
11 1 (9.1%)	Beginning	10			
	Intermediate	1	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
8 7 (87.5%)	Beginning	1			
	Intermediate	3	0		
	Advanced	2	0	0	
	Advanced High	1	1	0	
7 6 (85.7%)	Beginning	0			
	Intermediate	1	0		
	Advanced	0	2	1	
	Advanced High	0	0	3	
13 10 (76.9%)	Beginning	1			
	Intermediate	0	0		
	Advanced	1	1	2	
	Advanced High	0	0	8	

PERFORMANCE IN 2011

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2011 Level	N	%	N	%	N	%	N	%	N	%
5 (11)	Beginning	0	0.0	0	0.0	0	0.0	1	9.1	1	9.1
	Intermediate	2	18.2	1	9.1	4	36.4	1	9.1	1	9.1
	Advanced	4	36.4	5	45.5	5	45.5	0	0.0	0	0.0
	Advanced High	5	45.5	5	45.5	2	18.2	9	81.8	9	81.8
ALL (62)	Beginning	19	30.6	22	35.5	26	41.9	24	39.3	24	39.3
	Intermediate	9	14.5	11	17.7	14	22.6	6	9.8	6	9.8
	Advanced	20	32.3	14	22.6	14	22.6	8	13.1	9	14.8
	Advanced High	14	22.6	15	24.2	8	12.9	23	37.7	22	36.1

PROGRESSION FROM
2010 TO 2011

Number Rated Both Years		2010 Level			
N (%) Progressed	2011 Level	Beg	Int	Adv	Adv High
11 9 (81.8%)	Beginning	1			
	Intermediate	0	1		
	Advanced	0	0	0	
	Advanced High	0	1	8	
50 33 (66.0%)	Beginning	13			
	Intermediate	5	1		
	Advanced	3	3	3	
	Advanced High	1	2	19	

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