

DATA PACKET

for 2011-12 planning

School Number 162

STONEWALL JACKSON



Dallas
Independent
School
District

Evaluation & Accountability
Data Analysis, Reporting, and Research Services

<https://mydata.dallasisd.org>

OIR@dallasisd.org

Published July 27, 2011

2. Contents Table of Contents

STUDENTS AND STAFF

- 5. Summary Summary of Student and Teacher Statistics
- 7. Enrollment (2) Enrollment Statistics by Select Student Group
- 9. Teachers Teacher Statistics

TAKS / TAKS (ACCOMMODATED)

- 10. TAKS Read TAKS/TAKS(Acc) Reading
- 18. TAKS Writing TAKS/TAKS(Acc) Writing
- 26. TAKS (SP) Read Spanish TAKS/TAKS(Acc) Reading

TAKS-MODIFIED

- 30. TAKS-M Read TAKS-M Reading/ELA
- 38. TAKS-M Writing TAKS-M Writing

ITBS / LOGRAMOS

- 43. ITBS Read ITBS Reading
- 49. LOG Read Logramos Reading

ENGLISH PROFICIENCY

- 51. WMLS Woodcock-Muñoz Language Survey

3. Notes Notes and Data Descriptions

- 6. Enrollment (1) Enrollment Statistics by Ethnicity
- 8. Attendance Student Attendance Statistics

- 14. TAKS Math TAKS/TAKS(Acc) Mathematics
- 22. TAKS Science TAKS/TAKS(Acc) Science

34. TAKS-M Math TAKS-M Mathematics

45. ITBS Math ITBS Mathematics

52. TELPAS Texas English Language Proficiency Assessment System

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
KN	120
1	125
2	79
3	88
4	80
5	83
ALL	575

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	44	7.7	3	7.1
American Indian/Alaska Native	2	0.3	*	*
Asian/Hawaiian/Pacific Islander	27	4.7	*	*
Hispanic	173	30.1	6	14.3
White	306	53.2	31	73.8
Multiple	23	4.0	1	2.4
Other* (teachers only)	—	—	1	2.4
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	183	31.8
Economically disadvantaged	170	29.6
Limited English proficient (LEP)	43	7.5
Special education	60	10.4
Talented and Gifted (TAG)	81	14.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
KN	2009	88	9	10.2	0	0.0	12	13.6	16	18.2	51	58.0	—	—
	2010	113	5	4.4	1	0.9	2	1.8	33	29.2	72	63.7	—	—
	2011	120	7	5.8	1	0.8	11	9.2	33	27.5	67	55.8	1	0.8
1	2009	91	13	14.3	0	0.0	4	4.4	16	17.6	58	63.7	—	—
	2010	92	10	10.9	0	0.0	14	15.2	20	21.7	48	52.2	—	—
	2011	125	7	5.6	1	0.8	2	1.6	40	32.0	71	56.8	4	3.2
2	2009	84	11	13.1	0	0.0	5	6.0	22	26.2	46	54.8	—	—
	2010	89	11	12.4	0	0.0	4	4.5	19	21.3	55	61.8	—	—
	2011	79	4	5.1	0	0.0	8	10.1	16	20.3	43	54.4	8	10.1
3	2009	94	8	8.5	0	0.0	5	5.3	27	28.7	54	57.4	—	—
	2010	94	10	10.6	0	0.0	5	5.3	26	27.7	53	56.4	—	—
	2011	88	9	10.2	0	0.0	2	2.3	21	23.9	54	61.4	2	2.3
4	2009	60	5	8.3	0	0.0	3	5.0	19	31.7	33	55.0	—	—
	2010	94	13	13.8	0	0.0	4	4.3	29	30.9	48	51.1	—	—
	2011	80	10	12.5	0	0.0	1	1.3	31	38.8	34	42.5	4	5.0
5	2009	56	11	19.6	0	0.0	1	1.8	13	23.2	31	55.4	—	—
	2010	60	7	11.7	0	0.0	2	3.3	18	30.0	33	55.0	—	—
	2011	83	7	8.4	0	0.0	3	3.6	32	38.6	37	44.6	4	4.8
KN-5	2009	473	57	12.1	0	0.0	30	6.3	113	23.9	273	57.7	—	—
	2010	542	56	10.3	1	0.2	31	5.7	145	26.8	309	57.0	—	—
	2011	575	44	7.7	2	0.3	27	4.7	173	30.1	306	53.2	23	4.0

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	%	
KN	2009	88	22	25.0	9	10.2	7	8.0	21	23.9	14	15.9	77	87.5	1.1
	2010	113	25	22.1	5	4.4	11	9.7	15	13.3	7	6.2	102	90.3	1.8
	2011	120	28	23.3	8	6.7	10	8.3	44	36.7	1	0.8	106	88.3	0.8
1	2009	91	16	17.6	3	3.3	7	7.7	19	20.9	11	12.1	18	19.8	2.2
	2010	92	28	30.4	8	8.7	7	7.6	22	23.9	17	18.5	15	16.3	1.1
	2011	125	36	28.8	7	5.6	12	9.6	47	37.6	13	10.4	21	16.8	3.2
2	2009	84	23	27.4	5	6.0	13	15.5	30	35.7	15	17.9	2	2.4	4.8
	2010	89	20	22.5	5	5.6	7	7.9	32	36.0	14	15.7	11	12.4	1.1
	2011	79	23	29.1	6	7.6	6	7.6	31	39.2	21	26.6	8	10.1	5.1
3	2009	94	29	30.9	6	6.4	14	14.9	18	19.1	19	20.2	11	11.7	2.1
	2010	94	36	38.3	7	7.4	15	16.0	22	23.4	15	16.0	17	18.1	1.1
	2011	88	22	25.0	6	6.8	6	6.8	20	22.7	16	18.2	8	9.1	1.1
4	2009	60	19	31.7	2	3.3	11	18.3	13	21.7	13	21.7	1	1.7	3.3
	2010	94	38	40.4	9	9.6	15	16.0	15	16.0	11	11.7	10	10.6	0.0
	2011	80	30	37.5	7	8.8	13	16.3	23	28.8	12	15.0	5	6.3	5.0
5	2009	56	17	30.4	1	1.8	11	19.6	13	23.2	17	30.4	1	1.8	0.0
	2010	60	21	35.0	2	3.3	10	16.7	13	21.7	11	18.3	7	11.7	0.0
	2011	83	31	37.3	9	10.8	13	15.7	18	21.7	18	21.7	2	2.4	0.0
KN-5	2009	473	126	26.6	26	5.5	63	13.3	114	24.1	89	18.8	110	23.3	2.3
	2010	542	168	31.0	36	6.6	65	12.0	119	22.0	75	13.8	162	29.9	0.9
	2011	575	170	29.6	43	7.5	60	10.4	183	31.8	81	14.1	150	26.1	2.4

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	85.6	13,515.0	82.1	95.8	12,939.1	95.7	15	17.5	22.3	76	11,501	88.8	85.1
	2010	107.4	13,234.2	103.6	96.5	12,616.4	95.3	14	13.0	21.7	100	11,233	93.1	84.9
	2011	116.5	13,210.6	112.8	96.7	12,645.0	95.7	11	9.4	21.5	111	11,602	95.2	87.8
1	2009	92.0	14,250.8	88.8	96.5	13,719.9	96.3	7	7.6	20.5	86	12,300	93.5	86.3
	2010	88.2	13,848.4	84.5	95.8	13,286.3	95.9	9	10.2	20.3	81	11,978	91.9	86.5
	2011	120.3	13,458.2	116.0	96.4	12,967.0	96.4	8	6.6	19.0	114	12,047	94.7	89.5
2	2009	84.4	13,950.1	81.7	96.8	13,499.0	96.8	3	3.6	18.5	80	12,231	94.8	87.7
	2010	86.7	13,440.8	83.9	96.7	12,947.4	96.3	10	11.5	19.2	81	11,794	93.4	87.7
	2011	76.9	13,012.8	74.6	97.0	12,592.7	96.8	6	7.8	17.1	73	11,853	94.9	91.1
3	2009	93.0	13,095.5	90.4	97.2	12,710.6	97.1	5	5.4	18.2	91	11,634	97.8	88.8
	2010	91.1	13,291.1	88.1	96.6	12,853.9	96.7	8	8.8	17.8	85	11,815	93.3	88.9
	2011	85.8	12,619.0	83.7	97.6	12,254.0	97.1	8	9.3	16.7	84	11,604	97.9	92.0
4	2009	59.2	12,156.4	57.5	97.2	11,789.9	97.0	5	8.4	17.9	55	10,731	92.9	88.3
	2010	91.5	12,299.7	88.3	96.5	11,900.0	96.8	12	13.1	17.3	88	10,987	96.2	89.3
	2011	77.4	12,506.4	74.9	96.8	12,149.9	97.1	4	5.2	15.7	78	11,544	100.0	92.3
5	2009	59.2	11,903.5	57.3	96.8	11,552.9	97.1	2	3.4	17.3	56	10,563	94.6	88.7
	2010	59.1	11,687.8	56.8	96.1	11,310.1	96.8	4	6.8	17.1	55	10,453	93.0	89.4
	2011	81.5	11,742.5	79.6	97.7	11,419.3	97.2	2	2.5	8.3	80	10,892	98.1	92.8
KN-5	2009	473.5	83,476.5	457.8	96.7	80,586.5	96.5	38	8.0	30.6	444	76,517	93.8	91.7
	2010	524.0	77,802.0	505.1	96.4	74,914.0	96.3	57	10.9	18.9	490	68,260	93.5	87.7
	2011	558.5	76,549.5	541.6	97.0	74,027.9	96.7	39	7.0	16.6	540	69,542	96.7	90.8

Teachers: 42

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	7.1
Hispanic	6	14.3
White	31	73.8
Multiple categories	1	2.4
Other	1	2.4

Gender	Number	Percentage
Female	38	90.5
Male	4	9.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	5.6	NA
2009-10	6.1	NA
2010-11	6.0	90.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	2.4
1	2	4.8
2	0	0.0
3	1	2.4
4	2	4.8
5	0	0.0
1-3	3	7.1
More than 3	38	90.5
1 - 5	5	11.9
6 - 10	12	28.6
11 - 20	6	14.3
More than 20	18	42.9

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	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	87.3	75
	2010	98.1	70.0	100.0	88.5	50.0	*	81.8		93.5	97.2	95.1	85.4	82
	2011	100.0	100.0	93.8	92.9	*	*	91.7		97.3	100.0	98.8	82.0	80
4	2009	93.9	*	100.0	92.3	*	*	100.0		92.3	96.3	94.3	75.8	53
	2010	97.9	100.0	84.6	95.5	*	*	*		97.4	94.4	96.0	77.9	75
	2011	97.1	77.8	100.0	89.5	*	*	72.7		94.1	97.1	95.6	78.6	68
5	2009	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	82.9	51
	2010	100.0	83.3	100.0	100.0	*	*	85.7		96.9	100.0	98.1	86.1	54
	2011	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	89.0	68
3-5	2009	98.2	93.8	100.0	97.1	91.7	*	100.0		97.6	99.0	98.3	81.5	179
	2010	98.5	85.2	95.1	93.8	68.8	83.3	81.8		95.7	96.8	96.2	83.4	211
	2011	99.2	90.9	98.1	94.1	66.7	90.0	86.2		97.2	99.1	98.1	83.6	216

NUMBER TESTED IN GRADES 3-5													
2009	114	16	40	35	12	4	20	0	83	96	179	28,126	
2010	132	27	41	65	16	6	22	0	117	94	211	24,751	
2011	124	22	54	51	9	10	29	0	107	109	216	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	0	0	0	0	*	*	0		0	0	0	960	75
	2010	1	3	0	3	4	*	2		3	1	4	1,039	82
	2011	0	0	1	1	*	*	1		1	0	1	1,214	80
4	2009	2	*	0	1	*	*	0		2	1	3	2,449	53
	2010	1	0	2	1	*	*	*		1	2	3	1,640	75
	2011	1	2	0	2	*	*	3		2	1	3	1,506	68
5	2009	0	0	0	0	*	*	0		0	0	0	1,793	51
	2010	0	1	0	0	*	*	1		1	0	1	1,427	54
	2011	0	0	0	0	*	*	0		0	0	0	919	68
3-5	2009	2	1	0	1	1	*	0		2	1	3	5,202	179
	2010	2	4	2	4	5	1	4		5	3	8	4,106	211
	2011	1	2	1	3	3	1	4		3	1	4	3,639	216

NUMBER TESTED IN GRADES 3-5													
2009	114	16	40	35	12	4	20	0	83	96	179	28,126	
2010	132	27	41	65	16	6	22	0	117	94	211	24,751	
2011	124	22	54	51	9	10	29	0	107	109	216	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	91.3	91.6	95.8	94.8
	2010	92.4	92.7	89.8	90.5
	2011	92.1	93.8	93.8	90.2
4	2009	94.5	91.0	86.5	92.6
	2010	90.0	92.7	91.8	85.9
	2011	91.9	91.9	88.4	88.4
5	2009	91.7	90.4	89.7	89.3
	2010	90.9	93.5	87.3	86.6
	2011	93.3	92.8	93.6	90.8
3-5	2009	92.3	91.1	91.3	92.6
	2010	91.1	92.9	89.9	87.9
	2011	92.4	92.9	92.0	89.8

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	76.5	66.7	84.6	58.3	*	*	50.0		76.5	75.6	76.0	34.1	75
	2010	82.7	60.0	80.0	65.4	25.0	*	27.3		76.1	80.6	78.0	37.1	82
	2011	75.5	85.7	50.0	28.6	*	*	16.7		70.3	74.4	72.5	33.6	80
4	2009	48.5	*	57.1	38.5	*	*	42.9		38.5	66.7	52.8	18.4	53
	2010	55.3	27.3	30.8	27.3	*	*	*		43.6	50.0	46.7	19.4	75
	2011	82.4	22.2	55.0	31.6	*	*	18.2		64.7	64.7	64.7	27.7	68
5	2009	73.3	28.6	38.5	40.0	*	*	14.3		73.9	46.4	58.8	18.5	51
	2010	60.6	16.7	46.2	17.6	*	*	28.6		43.8	63.6	51.9	23.6	54
	2011	78.4	66.7	61.1	55.6	*	*	33.3		66.7	75.0	70.6	28.1	68
3-5	2009	67.5	50.0	60.0	45.7	16.7	*	35.0		63.9	64.6	64.2	22.7	179
	2010	67.4	37.0	53.7	40.0	18.8	16.7	27.3		56.4	64.9	60.2	26.2	211
	2011	78.2	54.5	55.6	39.2	33.3	30.0	20.7		67.3	71.6	69.4	29.7	216

NUMBER TESTED IN GRADES 3-5													
2009	114	16	40	35	12	4	20	0	83	96	179	28,126	
2010	132	27	41	65	16	6	22	0	117	94	211	24,751	
2011	124	22	54	51	9	10	29	0	107	109	216	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	98.1	100.0	100.0	100.0	83.3	*	91.7		100.0	97.9	98.8	77.3	84
	2010	96.1	70.0	94.7	85.7	50.0	83.3	90.9		89.6	97.3	92.9	78.2	85
	2011	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	80.7	80
4	2009	100.0	*	100.0	100.0	100.0	*	100.0		100.0	100.0	100.0	79.4	56
	2010	97.9	90.9	95.8	96.9	88.9	100.0	71.4		97.6	95.5	96.5	81.8	86
	2011	97.1	88.9	95.7	95.2	66.7	*	78.6		94.4	97.1	95.8	82.6	71
5	2009	100.0	75.0	100.0	90.9	66.7	*	87.5		100.0	92.9	96.0	87.0	50
	2010	100.0	*	93.3	94.1	100.0	*	88.9		100.0	95.5	98.2	87.7	55
	2011	100.0	100.0	96.3	96.2	88.9	100.0	91.7		97.4	100.0	98.7	88.7	77
3-5	2009	99.1	88.9	100.0	97.8	84.2	100.0	93.3		100.0	97.1	98.4	81.0	190
	2010	97.7	84.6	94.8	92.2	78.3	86.7	85.2		95.1	96.1	95.6	82.3	226
	2011	99.2	95.5	97.0	96.7	81.3	100.0	89.5		97.3	99.2	98.2	83.9	228

NUMBER TESTED IN GRADES 3-5													
2009	117	18	46	45	19	8	30	0	88	102	190	33,546	
2010	131	26	58	77	23	15	27	0	123	103	226	34,834	
2011	124	22	66	61	16	16	38	0	110	118	228	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	1	0	0	0	1	*	1		0	1	1	2,781	84
	2010	2	3	1	4	4	1	1		5	1	6	2,739	85
	2011	0	0	0	0	*	*	0		0	0	0	2,370	80
4	2009	0	*	0	0	0	*	0		0	0	0	2,196	56
	2010	1	1	1	1	1	0	2		1	2	3	2,101	86
	2011	1	1	1	1	2	*	3		2	1	3	2,100	71
5	2009	0	2	0	1	2	*	1		0	2	2	1,386	50
	2010	0	*	1	1	0	*	1		0	1	1	1,314	55
	2011	0	0	1	1	1	0	1		1	0	1	1,274	77
3-5	2009	1	2	0	1	3	0	2		0	3	3	6,363	190
	2010	3	4	3	6	5	2	4		6	4	10	6,154	226
	2011	1	1	2	2	3	0	4		3	1	4	5,744	228

NUMBER TESTED IN GRADES 3-5													
2009	117	18	46	45	19	8	30	0	88	102	190	33,546	
2010	131	26	58	77	23	15	27	0	123	103	226	34,834	
2011	124	22	66	61	16	16	38	0	110	118	228	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	92.5	93.8	93.5	91.3	93.8	87.8
	2010	88.0	88.0	85.9	88.0	93.8	84.0
	2011	91.1	92.1	92.7	90.8	96.9	83.9
4	2009	93.5	91.3	86.3	91.7	88.4	89.7
	2010	90.7	89.2	84.5	84.9	83.1	83.0
	2011	92.7	88.3	85.0	88.3	84.5	80.3
5	2009	90.4	91.1	89.7	86.0	92.0	88.8
	2010	87.4	88.8	89.1	87.8	86.8	81.8
	2011	87.2	91.5	90.2	87.8	91.6	87.5
3-5	2009	92.2	92.4	90.4	90.0	91.7	88.6
	2010	88.9	88.7	86.1	86.8	88.1	83.1
	2011	90.3	90.7	89.4	89.0	91.2	84.0

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	64.8	83.3	73.7	47.4	33.3	*	41.7		62.2	70.2	66.7	29.0	84
	2010	52.9	30.0	42.1	17.9	0.0	33.3	9.1		52.1	40.5	47.1	21.3	85
	2011	71.7	28.6	31.3	28.6	*	*	8.3		63.9	56.8	60.0	24.4	80
4	2009	54.5	*	62.5	33.3	14.3	*	30.0		48.3	70.4	58.9	31.6	56
	2010	51.1	27.3	33.3	37.5	22.2	57.1	42.9		42.9	43.2	43.0	29.1	86
	2011	58.8	22.2	30.4	28.6	16.7	*	28.6		55.6	31.4	43.7	31.3	71
5	2009	73.3	25.0	54.5	36.4	16.7	*	25.0		81.8	46.4	62.0	38.4	50
	2010	63.6	*	53.3	35.3	0.0	*	22.2		42.4	81.8	58.2	34.5	55
	2011	62.2	66.7	40.7	26.9	22.2	42.9	25.0		55.3	48.7	51.9	32.5	77
3-5	2009	64.1	50.0	65.2	40.0	21.1	50.0	33.3		62.5	63.7	63.2	32.8	190
	2010	55.0	30.8	41.4	29.9	8.7	40.0	22.2		46.3	50.5	48.2	27.9	226
	2011	65.3	36.4	34.8	27.9	18.8	31.3	21.1		58.2	46.6	52.2	29.3	228

NUMBER TESTED IN GRADES 3-5													
2009	117	18	46	45	19	8	30	0	88	102	190	33,546	
2010	131	26	58	77	23	15	27	0	123	103	226	34,834	
2011	124	22	66	61	16	16	38	0	110	118	228	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	100.0	*	100.0	100.0	*	*	100.0		100.0	100.0	100.0	87.4	52
	2010	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	89.8	74
	2011	97.0	88.9	100.0	94.7	*	*	81.8		93.9	100.0	97.1	86.9	68

NUMBER TESTED IN GRADE 4													
2009	33	3	13	13	4	2	7	0	25	27	52	10,032	
2010	46	11	13	22	3	2	4	0	38	36	74	7,294	
2011	33	9	21	19	5	2	11	0	33	35	68	6,935	

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)
4	2009	0	*	0	0	*	*	0		0	0	0	1,264	52
	2010	0	0	0	0	*	*	*		0	0	0	744	74
	2011	1	1	0	1	*	*	2		2	0	2	908	68

NUMBER TESTED IN GRADE 4													
2009	33	3	13	13	4	2	7	0	25	27	52	10,032	
2010	46	11	13	22	3	2	4	0	38	36	74	7,294	
2011	33	9	21	19	5	2	11	0	33	35	68	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	2.8	97.1	92.5	93.5	96.4
	2010	3.0	91.6	94.6	94.3	90.9
	2011	3.0	91.5	93.0	91.4	92.3

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	63.6	*	76.9	76.9	*	*	57.1		60.0	74.1	67.3	21.0	52
	2010	82.6	63.6	69.2	63.6	*	*	*		71.1	80.6	75.7	23.8	74
	2011	84.8	33.3	76.2	47.4	*	*	18.2		63.6	82.9	73.5	22.4	68

NUMBER TESTED IN GRADE 4													
2009	33	3	13	13	4	2	7	0	25	27	52	10,032	
2010	46	11	13	22	3	2	4	0	38	36	74	7,294	
2011	33	9	21	19	5	2	11	0	33	35	68	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	100.0	75.0	90.9	81.8	66.7	*	75.0		100.0	89.3	94.0	75.9	50
	2010	96.9	*	86.7	82.4	*	*	66.7		93.8	90.9	92.6	81.4	54
	2011	94.6	83.3	88.9	84.6	66.7	85.7	75.0		94.7	89.7	92.2	80.9	77

NUMBER TESTED IN GRADE 5													
2009	30	8	11	11	6	1	8	0	22	28	50	10,550	
2010	32	5	15	17	5	2	9	0	32	22	54	10,576	
2011	37	6	27	26	9	7	12	0	38	39	77	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	0	2	1	2	2	*	2		0	3	3	2,542	50
	2010	1	*	2	3	*	*	3		2	2	4	1,965	54
	2011	2	1	3	4	3	1	3		2	4	6	1,942	77

NUMBER TESTED IN GRADE 5													
2009	30	8	11	11	6	1	8	0	22	28	50	10,550	
2010	32	5	15	17	5	2	9	0	32	22	54	10,576	
2011	37	6	27	26	9	7	12	0	38	39	77	10,176	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	96.0	93.3	92.7	76.7
	2010	91.3	91.6	85.4	80.2
	2011	91.8	91.8	86.1	83.5

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)
5	2009	73.3	12.5	36.4	45.5	16.7	*	37.5		77.3	39.3	56.0	29.1	50
	2010	56.3	*	26.7	17.6	*	*	22.2		40.6	54.5	46.3	32.8	54
	2011	56.8	66.7	25.9	34.6	33.3	0.0	0.0		52.6	38.5	45.5	34.0	77

NUMBER TESTED IN GRADES 5													
2009	30	8	11	11	6	1	8	0	22	28	50	10,550	
2010	32	5	15	17	5	2	9	0	32	22	54	10,576	
2011	37	6	27	26	9	7	12	0	38	39	77	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			*	*		*	*		*	*	*	89.4	4
	2010			*	*	*	*			*	*	*	84.5	4
	2011			*	*		*	*			*	*	87.2	1
4	2009												72.7	0
	2010			*	*		*	*		*	*	*	84.4	5
	2011			*	*	*	*	*		*	*	*	85.0	3
5	2009												79.7	0
	2010												80.3	0
	2011			*	*		*	*		*	*	*	86.3	3
ALL	2009			*	*		*	*		*	*	*	—	4
	2010			88.9	100.0	*	88.9	*		*	*	88.9	—	9
	2011			100.0	100.0	*	100.0	100.0		*	*	100.0	—	7

NUMBER TESTED IN GRADES ALL													
2009	0	0	4	3	0	4	4	0	1	3	4	—	
2010	0	0	9	7	1	9	1	0	5	4	9	—	
2011	0	0	7	6	1	7	7	0	3	4	7	—	

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			*	*		*	*		*	*	*	514	4
	2010			*	*	*	*			*	*	*	863	4
	2011			*	*		*	*			*	*	710	1
4	2009												268	0
	2010			*	*		*	*		*	*	*	651	5
	2011			*	*	*	*	*		*	*	*	755	3
5	2009												86	0
	2010												120	0
	2011			*	*		*	*		*	*	*	398	3
ALL	2009			*	*		*	*		*	*	*	—	4
	2010			1	0	*	1	*		*	*	1	—	9
	2011			0	0	*	0	0		*	*	0	—	7

NUMBER TESTED IN GRADES ALL													
2009	0	0	4	3	0	4	4	0	1	3	4	—	
2010	0	0	9	7	1	9	1	0	5	4	9	—	
2011	0	0	7	6	1	7	7	0	3	4	7	—	

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				
	2011	*	*	*	*
ALL	2009	*	*	*	*
	2010	82.2	88.7	83.6	85.8
	2011	79.2	78.3	78.9	89.2

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			*	*		*	*		*	*	*	30.6	4
	2010			*	*	*	*			*	*	*	39.6	4
	2011			*	*		*	*			*	*	43.5	1
4	2009												21.1	0
	2010			*	*		*	*		*	*	*	34.4	5
	2011			*	*	*	*	*		*	*	*	38.5	3
5	2009												15.3	0
	2010												21.2	0
	2011			*	*		*	*		*	*	*	29.0	3
ALL	2009			*	*		*	*		*	*	*	—	4
	2010			44.4	42.9	*	44.4	*		*	*	44.4	—	9
	2011			42.9	33.3	*	42.9	42.9		*	*	42.9	—	7

NUMBER TESTED IN ALL GRADES													
2009	0	0	4	3	0	4	4	0	1	3	4	—	
2010	0	0	9	7	1	9	1	0	5	4	9	—	
2011	0	0	7	6	1	7	7	0	3	4	7	—	

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			100.0	100.0	100.0		100.0		*	100.0	100.0	87.7	10
	2010			66.7	66.7	66.7		66.7		*	*	66.7	81.1	6
	2011		*	*	*	*		*		*	*	*	81.7	5
4	2009		*	*	50.0	57.1		50.0		*	*	57.1	71.8	7
	2010	*		45.5	50.0	50.0		*		*	71.4	50.0	75.8	12
	2011		*	33.3	28.6	28.6		28.6		*	*	28.6	76.6	7
5	2009	*	*	*	28.6	28.6		33.3		*	*	28.6	80.3	7
	2010		*	*	*	50.0		50.0		*	*	50.0	93.9	6
	2011			100.0	100.0	100.0		*		*	100.0	100.0	95.1	8
3-5	2009	*	50.0	70.6	65.2	66.7		63.2		58.3	75.0	66.7	79.2	24
	2010	*	*	54.5	52.2	54.2		56.3		36.4	69.2	54.2	84.8	24
	2011		*	58.8	52.6	55.0		47.1		30.0	80.0	55.0	84.8	20

NUMBER TESTED IN GRADES 3-5													
2009	1	6	17	23	24	0	19	0	12	12	24	1,867	
2010	1	1	22	23	24	0	16	0	11	13	24	1,749	
2011	0	3	17	19	20	0	17	0	10	10	20	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			0	0	0		0		*	0	0	60	10
	2010			2	2	2		2		*	*	2	96	6
	2011		*	*	*	*		*		*	*	*	69	5
4	2009		*	*	3	3		3		*	*	3	192	7
	2010	*		6	6	6		*		*	2	6	126	12
	2011		*	4	5	5		5		*	*	5	123	7
5	2009	*	*	*	5	5		4		*	*	5	137	7
	2010		*	*	*	3		3		*	*	3	44	6
	2011			0	0	0		*		*	0	0	26	8
3-5	2009	*	3	5	8	8		7		5	3	8	389	24
	2010	*	*	10	11	11		7		7	4	11	266	24
	2011		*	7	9	9		9		7	2	9	218	20

NUMBER TESTED IN GRADES 3-5													
2009	1	6	17	23	24	0	19	0	12	12	24	1,867	
2010	1	1	22	23	24	0	16	0	11	13	24	1,749	
2011	0	3	17	19	20	0	17	0	10	10	20	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	56.2	71.7	52.0	58.3
	2010	47.4	47.2	56.7	36.1
	2011	*	*	*	*
4	2009	53.6	54.8	59.5	46.4
	2010	56.9	52.8	54.2	61.5
	2011	46.4	19.0	52.4	42.9
5	2009	46.8	42.9	50.0	46.8
	2010	40.9	47.2	44.4	42.4
	2011	60.2	64.6	64.6	63.6
3-5	2009	52.7	58.3	53.6	51.5
	2010	50.6	50.0	52.4	50.4
	2011	45.7	46.7	57.2	50.5

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			0.0	0.0	0.0		0.0		*	0.0	0.0	16.2	10
	2010			0.0	0.0	0.0		0.0		*	*	0.0	19.1	6
	2011		*	*	*	*		*		*	*	*	20.9	5
4	2009		*	*	16.7	14.3		16.7		*	*	14.3	8.9	7
	2010	*		0.0	8.3	8.3		*		*	0.0	8.3	15.2	12
	2011		*	0.0	0.0	0.0		0.0		*	*	0.0	13.7	7
5	2009	*	*	*	14.3	14.3		16.7		*	*	14.3	14.1	7
	2010		*	*	*	0.0		0.0		*	*	0.0	15.4	6
	2011			0.0	0.0	0.0		*		*	0.0	0.0	16.5	8
3-5	2009	*	33.3	0.0	8.7	8.3		10.5		8.3	8.3	8.3	12.7	24
	2010	*	*	0.0	4.3	4.2		0.0		9.1	0.0	4.2	16.4	24
	2011		*	0.0	0.0	0.0		0.0		0.0	0.0	0.0	16.6	20

NUMBER TESTED IN GRADES 3-5													
2009	1	6	17	23	24	0	19	0	12	12	24	1,867	
2010	1	1	22	23	24	0	16	0	11	13	24	1,749	
2011	0	3	17	19	20	0	17	0	10	10	20	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			100.0	100.0	100.0		*		*	*	100.0	81.2	8
	2010	*		100.0	100.0	100.0		100.0		*	*	100.0	78.3	7
	2011		*	*	*	*		*		*	*	*	82.7	5
4	2009		*	*	*	*		*		*	*	*	75.8	4
	2010	*		*	100.0	100.0		*		*	*	100.0	80.6	6
	2011		*	100.0	100.0	100.0		100.0		*	*	100.0	80.2	7
5	2009	*		*	*	*		*		*	*	*	80.2	2
	2010			*	*	*		*		*	*	*	86.4	2
	2011			*	*	*		*		*	*	*	88.1	3
3-5	2009	*	*	83.3	78.6	78.6		77.8		100.0	62.5	78.6	78.8	14
	2010	*		100.0	100.0	100.0		100.0		100.0	100.0	100.0	82.4	15
	2011		*	100.0	93.3	93.3		93.3		90.0	*	93.3	83.8	15

NUMBER TESTED IN GRADES 3-5													
2009	1	1	12	14	14	0	9	0	6	8	14	1,743	
2010	2	0	13	15	15	0	10	0	9	6	15	1,615	
2011	0	3	12	15	15	0	15	0	10	5	15	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			0	0	0		*		*	*	0	85	8
	2010	*		0	0	0		0		*	*	0	102	7
	2011		*	*	*	*		*		*	*	*	63	5
4	2009		*	*	*	*		*		*	*	*	157	4
	2010	*		*	0	0		*		*	*	0	92	6
	2011		*	0	0	0		0		*	*	0	101	7
5	2009	*		*	*	*		*		*	*	*	127	2
	2010			*	*	*		*		*	*	*	91	2
	2011			*	*	*		*		*	*	*	60	3
3-5	2009	*	*	2	3	3		2		0	3	3	369	14
	2010	*		0	0	0		0		0	0	0	285	15
	2011		*	0	1	1		1		1	*	1	224	15

NUMBER TESTED IN GRADES 3-5													
2009	1	1	12	14	14	0	9	0	6	8	14	1,743	
2010	2	0	13	15	15	0	10	0	9	6	15	1,615	
2011	0	3	12	15	15	0	15	0	10	5	15	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	71.9	80.0	75.0	85.0	62.5	56.3
	2010	39.3	71.4	71.4	57.1	61.9	40.5
	2011	*	*	*	*	*	*
4	2009	*	*	*	*	*	*
	2010	72.2	83.3	66.7	43.3	61.1	44.4
	2011	71.4	76.2	57.1	57.1	38.1	42.9
5	2009	*	*	*	*	*	*
	2010	*	*	*	*	*	*
	2011	*	*	*	*	*	*
3-5	2009	62.5	63.6	60.0	78.1	47.6	47.6
	2010	57.6	73.3	67.8	52.9	60.0	43.3
	2011	62.1	71.6	60.7	50.0	55.6	44.4

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			12.5	12.5	12.5		*		*	*	12.5	22.3	8
	2010	*		0.0	0.0	0.0		0.0		*	*	0.0	13.4	7
	2011		*	*	*	*		*		*	*	*	20.6	5
4	2009		*	*	*	*		*		*	*	*	14.0	4
	2010	*		*	16.7	16.7		*		*	*	16.7	20.2	6
	2011		*	16.7	14.3	14.3		14.3		*	*	14.3	25.3	7
5	2009	*		*	*	*		*		*	*	*	17.2	2
	2010			*	*	*		*		*	*	*	18.9	2
	2011			*	*	*		*		*	*	*	20.0	3
3-5	2009	*	*	8.3	7.1	7.1		11.1		16.7	0.0	7.1	17.3	14
	2010	*		0.0	6.7	6.7		0.0		11.1	0.0	6.7	17.7	15
	2011		*	8.3	6.7	6.7		6.7		0.0	*	6.7	22.1	15

NUMBER TESTED IN GRADES 3-5													
2009	1	1	12	14	14	0	9	0	6	8	14	1,743	
2010	2	0	13	15	15	0	10	0	9	6	15	1,615	
2011	0	3	12	15	15	0	15	0	10	5	15	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	0.0		0.0		*	*	0.0	0.0	7
	2010	*		81.8	83.3	83.3		*		*	85.7	83.3	73.4	12
	2011		*	66.7	71.4	71.4		71.4		*	*	71.4	73.5	7

NUMBER TESTED IN GRADE 4													
2009	0	2	5	6	7	0	6	0	4	3	7	694	
2010	1	0	11	12	12	0	4	0	5	7	12	531	
2011	0	1	6	7	7	0	7	0	4	3	7	506	

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)
4	2009		*	*	6	7		6		*	*	7	694	7
	2010	*		2	2	2		*		*	1	2	141	12
	2011		*	2	2	2		2		*	*	2	134	7

NUMBER TESTED IN GRADE 4													
2009	0	2	5	6	7	0	6	0	4	3	7	694	
2010	1	0	11	12	12	0	4	0	5	7	12	531	
2011	0	1	6	7	7	0	7	0	4	3	7	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	0.9	52.4	53.1	57.1	59.2
	2010	0.9	55.6	61.9	54.8	66.7
	2011	0.4	42.9	59.2	40.8	57.1

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	0.0		0.0		*	*	0.0	0.0	7
	2010	*		0.0	0.0	0.0		*		*	0.0	0.0	7.9	12
	2011		*	0.0	0.0	0.0		0.0		*	*	0.0	6.3	7

NUMBER TESTED IN GRADE 4													
2009	0	2	5	6	7	0	6	0	4	3	7	694	
2010	1	0	11	12	12	0	4	0	5	7	12	531	
2011	0	1	6	7	7	0	7	0	4	3	7	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	3
	2010	66.7	87.4	85.0	61.2	107
	2011	82.9	90.8	88.0	63.3	117
1	2009	28.6	86.1	76.7	54.2	86
	2010	38.9	85.1	75.3	55.2	85
	2011	30.0	88.0	67.8	58.1	115
2	2009	52.6	100.0	87.7	47.9	73
	2010	58.3	96.5	85.2	48.6	81
	2011	58.6	97.8	82.7	50.7	75
5	2009					0
	2010					0
	2011	27.8	87.7	74.7	36.2	83
1-5	2009	42.4	92.1	81.8	51.0	159
	2010	50.0	90.3	80.1	51.9	166
	2011	39.1	90.3	74.0	47.2	273

Number Tested	2009	34	128	162	15,925	
	2010	54	219	273	20,252	
	2011	128	262	390	29,763	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009	80.0	87.9	86.0	52.8	86
	2010	46.7	78.1	73.9	51.2	111
	2011	62.2	90.8	80.2	56.8	121
1	2009	57.1	84.7	80.2	50.4	86
	2010	72.7	91.0	86.5	48.8	89
	2011	77.8	86.8	83.5	53.1	121
2	2009	65.2	98.1	88.3	53.2	77
	2010	77.8	98.2	91.7	54.6	84
	2011	83.9	93.6	89.7	56.8	78
5	2009					0
	2010					0
	2011	27.8	78.1	67.1	44.8	82
K-5	2009	68.4	89.6	84.7	52.3	249
	2010	68.8	87.3	83.1	51.5	284
	2011	67.6	87.1	80.3	53.3	402

Number Tested	2009	57	192	249	30,563	
	2010	64	220	284	40,163	
	2011	139	263	402	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	3
	2010	88.9	*	77.8	45.0	50.0	*	66.7		87.0	83.0	85.0	61.2	107
	2011	98.5	85.7	65.5	62.5	30.0	*	82.9		90.0	84.8	88.0	63.3	117
1	2009	81.0	63.6	69.2	36.4	*	*	28.6		74.3	78.4	76.7	54.2	86
	2010	81.3	55.6	60.0	50.0	*	*	38.9		83.3	67.4	75.3	55.2	85
	2011	72.5	50.0	60.6	39.3	36.4	*	30.0		65.5	70.2	67.8	58.1	115
2	2009	91.3	50.0	100.0	69.2	*	*	52.6		82.5	93.9	87.7	47.9	73
	2010	90.9	66.7	69.2	63.6	*	*	58.3		81.8	87.5	85.2	48.6	81
	2011	93.0	*	58.3	57.9	*	*	58.6		84.6	80.6	82.7	50.7	75
1-2	2009	85.6	57.1	84.0	54.2	12.5	*	42.4		78.7	84.5	81.8	51.0	159
	2010	86.4	61.1	64.3	54.5	*	42.9	50.0		82.7	78.0	80.1	51.9	166
	2011	80.4	50.0	60.0	46.8	31.3	*	42.0		73.2	74.2	73.7	54.4	190
5	2009													0
	2010													0
	2011	91.9	85.7	53.1	46.7	8.3	50.0	27.8		72.5	76.7	74.7	36.2	83
1-5	2009	85.6	57.1	84.0	54.2	12.5	*	42.4		78.7	84.5	81.8	51.0	159
	2010	86.4	61.1	64.3	54.5	*	42.9	50.0		82.7	78.0	80.1	51.9	166
	2011	83.2	64.7	57.1	46.8	21.4	58.3	39.1		73.0	75.0	74.0	47.2	273

Number Tested	2009	104	21	25	24	8	3	33	0	75	84	159	14,637
	2010	103	18	28	33	5	7	42	0	75	91	166	13,990
	2011	149	17	77	77	28	12	87	0	137	136	273	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	3
	2010	48	*	12	6	4	*	4		30	34	64	1,717	107
	2011	56	3	10	9	1	*	19		50	30	81	2,106	117
1	2009	31	3	5	3	*	*	1		19	23	42	1,659	86
	2010	24	2	4	5	*	*	0		19	18	37	1,729	85
	2011	32	1	11	6	2	*	4		26	22	48	1,963	115
2	2009	33	3	5	4	*	*	1		24	21	45	1,027	73
	2010	29	4	4	3	*	*	2		16	23	39	954	81
	2011	26	*	5	5	*	*	4		24	16	40	1,020	75
1-2	2009	64	6	10	7	0	*	2		43	44	87	2,688	159
	2010	53	6	8	8	*	0	2		35	41	76	2,683	166
	2011	58	2	16	11	3	*	8		50	38	88	2,983	190
5	2009													0
	2010													0
	2011	20	2	4	5	1	0	0		15	15	30	701	83
1-5	2009	64	6	10	7	0	*	2		43	44	87	2,688	159
	2010	53	6	8	8	*	0	2		35	41	76	2,683	166
	2011	78	4	20	16	4	1	8		65	53	118	3,694	273

Number Tested	2009	104	21	25	24	8	3	33	0	75	84	159	14,637
	2010	103	18	28	33	5	7	42	0	75	91	166	13,990
	2011	149	17	77	77	28	12	87	0	137	136	273	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	88.5	75.0	86.7	75.0	*	87.5	80.0		84.3	88.6	86.0	52.8	86
	2010	80.6	*	64.5	56.5	55.6	*	46.7		73.2	74.5	73.9	51.2	111
	2011	92.5	42.9	57.6	57.1	40.0	50.0	62.2		83.1	75.5	80.2	56.8	121
1	2009	87.9	54.5	61.5	63.6	*	*	57.1		82.9	78.4	80.2	50.4	86
	2010	91.7	66.7	77.8	69.2	*	75.0	72.7		93.5	79.1	86.5	48.8	89
	2011	87.0	50.0	82.1	72.7	66.7	85.7	77.8		84.1	82.8	83.5	53.1	121
2	2009	95.7	54.5	86.7	75.0	50.0	*	65.2		86.0	91.2	88.3	53.2	77
	2010	96.4	88.9	75.0	78.6	*	*	77.8		94.1	90.0	91.7	54.6	84
	2011	97.7	*	86.7	81.8	*	83.3	83.9		87.8	91.9	89.7	56.8	78
K-2	2009	90.4	60.0	79.1	72.3	38.5	78.6	68.4		84.5	85.0	84.7	52.3	249
	2010	88.6	65.2	70.8	66.7	60.0	66.7	68.8		85.3	81.1	83.1	51.5	284
	2011	91.6	47.1	73.6	69.9	55.6	71.4	73.6		84.6	82.6	83.8	55.6	320
5	2009													0
	2010													0
	2011	86.5	71.4	48.4	43.3	33.3	37.5	27.8		66.7	67.4	67.1	44.8	82
K-5	2009	90.4	60.0	79.1	72.3	38.5	78.6	68.4		84.5	85.0	84.7	52.3	249
	2010	88.6	65.2	70.8	66.7	60.0	66.7	68.8		85.3	81.1	83.1	51.5	284
	2011	90.7	54.2	66.9	62.8	48.7	62.1	67.6		81.3	79.1	80.3	53.3	402

Number Tested	2009	156	30	43	47	13	14	57	0	129	120	249	30,563
	2010	175	23	65	63	15	18	64	0	136	148	284	40,163
	2011	216	24	118	113	39	29	139	0	214	187	402	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	33	1	3	1	*	0	5		23	18	41	2,455	86
	2010	31	*	10	3	3	*	3		21	22	43	2,358	111
	2011	43	1	4	4	2	1	10		34	21	56	2,815	121
1	2009	30	5	4	3	*	*	2		18	24	42	1,577	86
	2010	37	2	9	9	*	4	9		35	24	59	2,266	89
	2011	48	1	19	11	3	0	19		37	34	71	2,716	121
2	2009	38	2	8	5	0	*	9		28	24	52	1,686	77
	2010	31	3	6	5	*	*	6		17	27	44	2,484	84
	2011	33	*	7	11	*	3	14		28	23	51	2,746	78
K-2	2009	101	8	15	9	2	2	16		69	66	135	5,718	249
	2010	99	5	25	17	5	5	18		73	73	146	7,108	284
	2011	124	4	30	26	6	4	43		99	78	178	8,277	320
5	2009													0
	2010													0
	2011	15	0	3	2	1	1	1		11	8	19	1,395	82
K-5	2009	101	8	15	9	2	2	16		69	66	135	5,718	249
	2010	99	5	25	17	5	5	18		73	73	146	7,108	284
	2011	139	4	33	28	7	5	44		110	86	197	9,696	402

Number Tested	2009	156	30	43	47	13	14	57	0	129	120	249	30,563
	2010	175	23	65	63	15	18	64	0	136	148	284	40,163
	2011	216	24	118	113	39	29	139	0	214	187	402	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	84.5	54.5	57.1	58.3	*	*	60.0		77.1	76.9	77.0	66.0	87
	2010	87.5	44.4	77.8	73.1	*	87.5	72.7		89.1	76.7	83.1	63.5	89
	2011	84.1	50.0	92.3	75.8	83.3	85.7	77.8		82.5	86.2	84.3	66.7	121
2	2009	89.1	63.6	93.8	76.5	42.9	*	75.0		83.7	91.4	87.2	60.9	78
	2010	83.6	66.7	87.5	71.4	*	*	74.1		82.4	84.0	83.3	61.4	84
	2011	93.0	*	80.0	90.9	*	100.0	87.1		90.2	89.2	89.7	62.0	78
1-2	2009	86.5	59.1	76.7	69.0	40.0	75.0	69.2		80.8	82.8	81.8	63.5	165
	2010	85.4	55.6	82.4	72.5	83.3	92.3	73.5		86.3	80.6	83.2	62.5	173
	2011	87.5	60.0	88.9	81.8	82.4	92.3	81.6		85.6	87.4	86.4	64.4	199
5	2009													0
	2010													0
	2011	62.2	57.1	41.9	33.3	41.7	25.0	22.2		43.6	58.1	51.2	48.6	82
1-5	2009	86.5	59.1	76.7	69.0	40.0	75.0	69.2		80.8	82.8	81.8	63.5	165
	2010	85.4	55.6	82.4	72.5	83.3	92.3	73.5		86.3	80.6	83.2	62.5	173
	2011	81.2	58.8	71.8	64.7	65.5	66.7	70.2		74.1	78.3	76.2	59.7	281

Number Tested	2009	104	22	30	29	10	8	39	0	78	87	165	27,480
	2010	103	18	34	40	6	13	49	0	80	93	173	26,937
	2011	149	17	85	85	29	21	94	0	143	138	281	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	26	5	6	6	*	*	3		19	21	40	4,597	87
	2010	33	2	8	10	*	3	9		32	21	53	4,129	89
	2011	44	1	16	14	6	3	21		35	30	65	4,427	121
2	2009	29	4	11	8	1	*	10		20	27	47	3,822	78
	2010	31	3	8	6	*	*	10		21	24	45	3,776	84
	2011	33	*	8	16	*	5	21		32	25	57	3,810	78
1-2	2009	55	9	17	14	2	3	13		39	48	87	8,419	165
	2010	64	5	16	16	4	5	19		53	45	98	7,905	173
	2011	77	4	24	30	10	8	42		67	55	122	8,237	199
5	2009													0
	2010													0
	2011	3	0	3	1	2	0	1		1	5	6	1,416	82
1-5	2009	55	9	17	14	2	3	13		39	48	87	8,419	165
	2010	64	5	16	16	4	5	19		53	45	98	7,905	173
	2011	80	4	27	31	12	8	43		68	60	128	9,660	281

Number Tested	2009	104	22	30	29	10	8	39	0	78	87	165	27,480
	2010	103	18	34	40	6	13	49	0	80	93	173	26,937
	2011	149	17	85	85	29	21	94	0	143	138	281	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			*	*		*	*		*		*	88.6	3
	2010			*	*		*	*		*	*	*	89.3	3
	2011			*	*		*	*		*	*	*	90.9	4
1	2009			*	*		*	*			*	*	88.6	1
	2010			*	*		*	*		*		*	89.1	3
	2011			83.3	*	*	83.3	*		*	*	83.3	89.4	6
2	2009			*	*	*	*	*		*	*	*	94.0	4
	2010			*	*		*	*		*	*	*	93.8	3
	2011			*	*		*	*		*	*	*	94.9	3
K-2	2009			100.0	100.0	*	100.0	100.0		100.0	*	100.0	90.4	8
	2010			88.9	87.5		88.9	88.9		83.3	*	88.9	90.7	9
	2011			84.6	83.3	*	84.6	81.8		87.5	*	84.6	91.7	13
5	2009													0
	2010													0
	2011			*	*		*	*		*		*	93.5	1
K-5	2009			100.0	100.0	*	100.0	100.0		100.0	*	100.0	90.4	8
	2010			88.9	87.5		88.9	88.9		83.3	*	88.9	90.7	9
	2011			85.7	84.6	*	85.7	83.3		88.9	*	85.7	91.9	14

Number Tested	2009	0	0	8	7	1	8	8	0	6	2	8	19,076
	2010	0	0	9	8	0	9	9	0	6	3	9	19,041
	2011	0	0	14	13	1	14	12	0	9	5	14	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			*	*		*	*		*		*	3,525	3
	2010			*	*		*	*		*	*	*	3,523	3
	2011			*	*		*	*		*	*	*	3,964	4
1	2009			*	*		*	*			*	*	2,523	1
	2010			*	*		*	*		*		*	2,529	3
	2011			4	*	*	4	*		*	*	4	2,459	6
2	2009			*	*	*	*	*		*	*	*	2,909	4
	2010			*	*		*	*		*	*	*	3,040	3
	2011			*	*		*	*		*	*	*	3,227	3
K-2	2009			5	4	*	5	5		3	*	5	8,957	8
	2010			6	5		6	6		4	*	6	9,092	9
	2011			7	6	*	7	6		5	*	7	9,650	13
5	2009													0
	2010													0
	2011			*	*		*	*		*		*	856	1
K-5	2009			5	4	*	5	5		3	*	5	8,957	8
	2010			6	5		6	6		4	*	6	9,092	9
	2011			8	7	*	8	7		6	*	8	10,519	14

Number Tested	2009	0	0	8	7	1	8	8	0	6	2	8	19,076
	2010	0	0	9	8	0	9	9	0	6	3	9	19,041
	2011	0	0	14	13	1	14	12	0	9	5	14	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	-	1	0.0	1	0.0
ALL	0	-	0	-	1	0.0	1	0.0

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
KN (8)	Beginning	2	25.0	5	62.5	7	87.5	7	87.5	7	87.5
	Intermediate	4	50.0	1	12.5	1	12.5	0	0.0	0	0.0
	Advanced	2	25.0	2	25.0	0	0.0	1	12.5	1	12.5
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (7)	Beginning	0	0.0	1	14.3	4	57.1	3	42.9	3	42.9
	Intermediate	4	57.1	3	42.9	2	28.6	3	42.9	3	42.9
	Advanced	3	42.9	3	42.9	1	14.3	1	14.3	1	14.3
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (6)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	16.7	2	33.3	2	33.3	0	0.0	0	0.0
	Advanced	2	33.3	3	50.0	3	50.0	3	50.0	3	50.0
	Advanced High	3	50.0	1	16.7	1	16.7	3	50.0	3	50.0
3 (6)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	16.7	2	33.3	1	16.7	1	16.7
	Advanced	4	66.7	3	50.0	4	66.7	1	16.7	1	16.7
	Advanced High	2	33.3	2	33.3	0	0.0	4	66.7	4	66.7
4 (7)	Beginning	0	0.0	0	0.0	1	14.3	1	14.3	1	14.3
	Intermediate	2	28.6	1	14.3	1	14.3	1	14.3	1	14.3
	Advanced	1	14.3	3	42.9	3	42.9	0	0.0	0	0.0
	Advanced High	4	57.1	3	42.9	2	28.6	5	71.4	5	71.4

**PROGRESSION FROM
2010 TO 2011**


Number Rated Both Years N (%) Progressed	2011 Level	2010 Level			
		Beg	Int	Adv	Adv High
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
7 3 (42.9%)	Beginning	3			
	Intermediate	2	1		
	Advanced	1	0	0	
	Advanced High	0	0	0	
6 5 (83.3%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	2	1	
	Advanced High	0	1	2	
5 4 (80.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	0	
	Advanced High	0	0	4	
4 4 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	1	3	

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
5 (9)	Beginning	1	11.1	1	11.1	1	11.1	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	2	22.2	2	22.2	2	22.2	0	0.0	1	11.1
	Advanced High	6	66.7	6	66.7	6	66.7	9	100.0	8	88.9
ALL (43)	Beginning	3	7.0	7	16.3	13	30.2	11	25.6	11	25.6
	Intermediate	11	25.6	8	18.6	8	18.6	5	11.6	5	11.6
	Advanced	14	32.6	16	37.2	13	30.2	6	14.0	7	16.3
	Advanced High	15	34.9	12	27.9	9	20.9	21	48.8	20	46.5

**PROGRESSION FROM
2010 TO 2011**

Number Rated Both Years N (%) Progressed	2011 Level	2010 Level			
		Beg	Int	Adv	Adv High
8 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	8	
30 (80.0%)	Beginning	3			
	Intermediate	2	2		
	Advanced	1	2	1	
	Advanced High	0	2	17	

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