

DATA PACKET

for 2011-12 planning

School Number 163

ALBERT SIDNEY JOHNSTON



**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

34. TAKS-M Read	TAKS-M Reading/ELA
42. TAKS-M Writing	TAKS-M Writing

ITBS / LOGRAMOS

47. ITBS Read	ITBS Reading
53. LOG Read	Logramos Reading

ENGLISH PROFICIENCY

55. 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
30. TAKS (SP) Writing ...	Spanish TAKS/TAKS(Acc) Writing

38. TAKS-M Math	TAKS-M Mathematics
-----------------------	--------------------

49. ITBS Math	ITBS Mathematics
---------------------	------------------

56. 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
PK	37
KN	67
1	77
2	77
3	65
4	69
5	56
ALL	448

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	255	56.9	20	57.1
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	191	42.6	9	25.7
White	1	0.2	4	11.4
Multiple	0	0.0	2	5.7
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	304	67.9
Economically disadvantaged	433	96.7
Limited English proficient (LEP)	154	34.4
Special education	24	5.4
Talented and Gifted (TAG)	38	8.5

Enrollment (1)

Enrollment Statistics by Race/Ethnicity

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2009	60	36	60.0	1	1.7	0	0.0	23	38.3	0	0.0	—	—
	2010	60	34	56.7	0	0.0	0	0.0	26	43.3	0	0.0	—	—
	2011	37	15	40.5	0	0.0	0	0.0	22	59.5	0	0.0	0	0.0
KN	2009	88	48	54.5	1	1.1	0	0.0	38	43.2	1	1.1	—	—
	2010	76	51	67.1	0	0.0	0	0.0	25	32.9	0	0.0	—	—
	2011	67	33	49.3	0	0.0	0	0.0	33	49.3	1	1.5	0	0.0
1	2009	88	60	68.2	0	0.0	0	0.0	28	31.8	0	0.0	—	—
	2010	79	43	54.4	0	0.0	0	0.0	35	44.3	1	1.3	—	—
	2011	77	48	62.3	0	0.0	0	0.0	29	37.7	0	0.0	0	0.0
2	2009	84	57	67.9	0	0.0	0	0.0	27	32.1	0	0.0	—	—
	2010	72	51	70.8	0	0.0	0	0.0	21	29.2	0	0.0	—	—
	2011	77	37	48.1	1	1.3	0	0.0	39	50.6	0	0.0	0	0.0
3	2009	81	58	71.6	0	0.0	0	0.0	23	28.4	0	0.0	—	—
	2010	79	52	65.8	0	0.0	0	0.0	27	34.2	0	0.0	—	—
	2011	65	44	67.7	0	0.0	0	0.0	21	32.3	0	0.0	0	0.0
4	2009	66	45	68.2	0	0.0	0	0.0	21	31.8	0	0.0	—	—
	2010	67	47	70.1	0	0.0	0	0.0	20	29.9	0	0.0	—	—
	2011	69	38	55.1	0	0.0	0	0.0	31	44.9	0	0.0	0	0.0
5	2009	83	55	66.3	0	0.0	0	0.0	26	31.3	2	2.4	—	—
	2010	66	45	68.2	0	0.0	0	0.0	21	31.8	0	0.0	—	—
	2011	56	40	71.4	0	0.0	0	0.0	16	28.6	0	0.0	0	0.0
PK-5	2009	563	367	65.2	2	0.4	0	0.0	191	33.9	3	0.5	—	—
	2010	499	323	64.7	0	0.0	0	0.0	175	35.1	1	0.2	—	—
	2011	448	255	56.9	1	0.2	0	0.0	191	42.6	1	0.2	0	0.0

Enrollment (2)

Enrollment Statistics by Select Student Group

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	
PK	2009	60	60	100.0	20	33.3	0	0.0	25	41.7	0	0.0	60	100.0	0.0
	2010	60	58	96.7	19	31.7	0	0.0	20	33.3	0	0.0	60	100.0	0.0
	2011	37	36	97.3	18	48.6	0	0.0	18	48.6	0	0.0	37	100.0	0.0
KN	2009	88	86	97.7	29	33.0	2	2.3	57	64.8	0	0.0	29	33.0	0.0
	2010	76	74	97.4	22	28.9	0	0.0	41	53.9	0	0.0	22	28.9	0.0
	2011	67	65	97.0	26	38.8	3	4.5	57	85.1	0	0.0	23	34.3	1.5
1	2009	88	86	97.7	25	28.4	4	4.5	48	54.5	1	1.1	8	9.1	9.1
	2010	79	79	100.0	30	38.0	1	1.3	63	79.7	0	0.0	5	6.3	3.8
	2011	77	74	96.1	26	33.8	1	1.3	48	62.3	6	7.8	6	7.8	14.3
2	2009	84	82	97.6	21	25.0	3	3.6	57	67.9	0	0.0	12	14.3	4.8
	2010	72	71	98.6	20	27.8	4	5.6	51	70.8	0	0.0	2	2.8	2.8
	2011	77	74	96.1	31	40.3	1	1.3	66	85.7	5	6.5	4	5.2	10.4
3	2009	81	80	98.8	14	17.3	3	3.7	50	61.7	0	0.0	3	3.7	11.1
	2010	79	78	98.7	20	25.3	8	10.1	55	69.6	0	0.0	3	3.8	8.9
	2011	65	63	96.9	18	27.7	7	10.8	50	76.9	4	6.2	5	7.7	6.2
4	2009	66	65	98.5	15	22.7	9	13.6	45	68.2	5	7.6	1	1.5	0.0
	2010	67	67	100.0	11	16.4	6	9.0	27	40.3	0	0.0	5	7.5	0.0
	2011	69	67	97.1	23	33.3	7	10.1	35	50.7	12	17.4	3	4.3	2.9
5	2009	83	80	96.4	14	16.9	9	10.8	43	51.8	12	14.5	10	12.0	3.6
	2010	66	65	98.5	13	19.7	10	15.2	39	59.1	4	6.1	3	4.5	0.0
	2011	56	54	96.4	12	21.4	5	8.9	30	53.6	11	19.6	5	8.9	0.0
PK-5	2009	563	550	97.7	138	24.5	43	7.6	325	57.7	18	3.2	130	23.1	5.5
	2010	499	492	98.6	135	27.1	29	5.8	296	59.3	4	0.8	100	20.0	2.4
	2011	448	433	96.7	154	34.4	24	5.4	304	67.9	38	8.5	83	18.5	5.8

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	87.9	13,515.0	83.6	95.0	12,939.1	95.7	25	28.4	22.3	68	11,501	77.3	85.1
	2010	75.3	13,234.2	72.0	95.6	12,616.4	95.3	22	29.2	21.7	59	11,233	78.4	84.9
	2011	63.3	13,210.6	61.1	96.5	12,645.0	95.7	21	33.2	21.5	55	11,602	86.9	87.8
1	2009	87.7	14,250.8	82.7	94.3	13,719.9	96.3	31	35.3	20.5	66	12,300	75.2	86.3
	2010	78.1	13,848.4	74.5	95.4	13,286.3	95.9	18	23.1	20.3	66	11,978	84.5	86.5
	2011	76.2	13,458.2	74.0	97.2	12,967.0	96.4	21	27.6	19.0	68	12,047	89.2	89.5
2	2009	82.1	13,950.1	78.5	95.6	13,499.0	96.8	26	31.7	18.5	63	12,231	76.7	87.7
	2010	72.3	13,440.8	69.1	95.6	12,947.4	96.3	17	23.5	19.2	60	11,794	83.0	87.7
	2011	75.4	13,012.8	73.1	96.9	12,592.7	96.8	15	19.9	17.1	69	11,853	91.5	91.1
3	2009	84.4	13,095.5	81.0	95.9	12,710.6	97.1	21	24.9	18.2	70	11,634	83.0	88.8
	2010	78.5	13,291.1	75.4	96.1	12,853.9	96.7	18	22.9	17.8	66	11,815	84.1	88.9
	2011	63.2	12,619.0	61.1	96.7	12,254.0	97.1	18	28.5	16.7	55	11,604	87.0	92.0
4	2009	67.4	12,156.4	64.3	95.4	11,789.9	97.0	21	31.2	17.9	53	10,731	78.7	88.3
	2010	66.5	12,299.7	63.7	95.7	11,900.0	96.8	11	16.5	17.3	55	10,987	82.7	89.3
	2011	67.6	12,506.4	66.0	97.6	12,149.9	97.1	23	34.0	15.7	59	11,544	87.2	92.3
5	2009	82.2	11,903.5	79.0	96.1	11,552.9	97.1	23	28.0	17.3	68	10,563	82.8	88.7
	2010	63.7	11,687.8	60.9	95.6	11,310.1	96.8	15	23.5	17.1	51	10,453	80.0	89.4
	2011	54.7	11,742.5	52.9	96.7	11,419.3	97.2	3	5.5	8.3	49	10,892	89.6	92.8
KN-5	2009	531.9	83,476.5	506.4	95.2	80,586.5	96.5	231	43.4	30.6	441	76,517	82.9	91.7
	2010	434.4	77,802.0	415.5	95.7	74,914.0	96.3	101	23.2	18.9	357	68,260	82.2	87.7
	2011	400.4	76,549.5	388.2	96.9	74,027.9	96.7	101	25.2	16.6	355	69,542	88.7	90.8

Teachers: 35

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	20	57.1
Hispanic	9	25.7
White	4	11.4
Multiple categories	2	5.7
Other	0	0.0

Gender	Number	Percentage
Female	30	85.7
Male	5	14.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	7.0	NA
2009-10	8.6	NA
2010-11	7.0	84.2

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	5.7
1	1	2.9
2	3	8.6
3	2	5.7
4	3	8.6
5	3	8.6
1-3	6	17.1
More than 3	27	77.1
1 - 5	12	34.3
6 - 10	8	22.9
11 - 20	7	20.0
More than 20	6	17.1

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		91.5	88.9	90.8	*	*	83.3		87.9	94.3	91.2	87.3	68
	2010		86.4	100.0	88.2	*	*	79.3		80.8	96.2	88.5	85.4	52
	2011		83.3	*	83.7	*	*	78.1		80.0	90.0	84.4	82.0	45
4	2009		70.3	80.0	76.4	*	78.6	68.4		75.0	72.7	73.7	75.8	57
	2010		69.0	87.5	72.0		*	50.0		78.3	66.7	72.0	77.9	50
	2011		100.0	91.7	97.7	*	*	92.9		100.0	96.0	97.8	78.6	46
5	2009	*	87.2	96.0	88.6		100.0	84.6		86.5	91.9	89.2	82.9	74
	2010		97.6	100.0	98.3	*	100.0	100.0		96.4	100.0	98.4	86.1	61
	2011		89.2	100.0	90.5	*	*	80.0		95.5	86.4	90.9	89.0	44
3-5	2009	*	84.6	88.9	85.8	*	86.7	78.8		84.0	86.7	85.4	81.5	199
	2010		84.3	97.2	87.0	100.0	100.0	82.4		85.7	88.4	87.1	83.4	163
	2011		90.3	95.5	90.6	57.1	90.0	81.8		91.2	91.0	91.1	83.6	135

NUMBER TESTED IN GRADES 3-5													
2009	2	143	54	190	2	30	113	0	94	105	199	28,126	
2010	0	127	36	161	6	16	74	0	77	86	163	24,751	
2011	0	113	22	128	7	10	66	0	68	67	135	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		5	1	6	*	*	6		4	2	6	960	68
	2010		6	0	6	*	*	6		5	1	6	1,039	52
	2011		7	*	7	*	*	7		5	2	7	1,214	45
4	2009		11	4	13	*	3	12		6	9	15	2,449	57
	2010		13	1	14		*	7		5	9	14	1,640	50
	2011		0	1	1	*	*	1		0	1	1	1,506	46
5	2009	*	6	1	8		0	6		5	3	8	1,793	74
	2010		1	0	1	*	0	0		1	0	1	1,427	61
	2011		4	0	4	*	*	4		1	3	4	919	44
3-5	2009	*	22	6	27	*	4	24		15	14	29	5,202	199
	2010		20	1	21	0	0	13		11	10	21	4,106	163
	2011		11	1	12	3	1	12		6	6	12	3,639	135

NUMBER TESTED IN GRADES 3-5													
2009	2	143	54	190	2	30	113	0	94	105	199	28,126	
2010	0	127	36	161	6	16	74	0	77	86	163	24,751	
2011	0	113	22	128	7	10	66	0	68	67	135	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	76.4	77.7	73.5	79.0
	2010	83.3	75.5	78.5	71.9
	2011	82.7	77.1	80.4	76.7
4	2009	79.2	73.9	70.9	77.4
	2010	73.9	79.5	80.9	70.8
	2011	91.2	93.2	91.0	89.3
5	2009	81.3	82.1	82.6	76.0
	2010	88.1	88.5	82.2	80.8
	2011	87.8	81.8	83.5	79.7
3-5	2009	79.0	78.3	76.2	77.4
	2010	82.2	81.6	80.6	74.9
	2011	87.2	84.1	85.0	82.0

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		25.4	11.1	24.6	*	*	11.1		27.3	20.0	23.5	34.1	68
	2010		40.9	25.0	37.3	*	*	20.7		38.5	38.5	38.5	37.1	52
	2011		33.3	*	30.2	*	*	25.0		36.0	30.0	33.3	33.6	45
4	2009		16.2	25.0	20.0	*	21.4	10.5		29.2	12.1	19.3	18.4	57
	2010		9.5	37.5	14.0		*	0.0		26.1	3.7	14.0	19.4	50
	2011		61.8	66.7	62.8	*	*	35.7		61.9	64.0	63.0	27.7	46
5	2009	*	14.9	20.0	14.3		14.3	12.8		16.2	16.2	16.2	18.5	74
	2010		29.3	30.0	28.3	*	25.0	16.1		39.3	21.2	29.5	23.6	61
	2011		29.7	14.3	26.2	*	*	15.0		22.7	31.8	27.3	28.1	44
3-5	2009	*	19.6	20.4	19.5	*	16.7	11.5		23.4	16.2	19.6	22.7	199
	2010		26.8	30.6	26.7	33.3	31.3	14.9		35.1	20.9	27.6	26.2	163
	2011		40.7	45.5	39.8	14.3	20.0	24.2		39.7	43.3	41.5	29.7	135

NUMBER TESTED IN GRADES 3-5													
2009	2	143	54	190	2	30	113	0	94	105	199	28,126	
2010	0	127	36	161	6	16	74	0	77	86	163	24,751	
2011	0	113	22	128	7	10	66	0	68	67	135	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		73.7	90.9	78.7	*	92.3	66.0		84.6	72.5	78.5	77.3	79
	2010		77.8	96.0	84.1	*	100.0	68.8		76.5	91.7	84.3	78.2	70
	2011		69.8	65.0	67.2	*	61.1	64.0		69.4	66.7	68.3	80.7	63
4	2009		67.6	80.0	72.7	*	78.6	60.5		83.3	63.6	71.9	79.4	57
	2010		72.1	88.9	77.0	*	81.8	58.8		82.8	71.9	77.0	81.8	61
	2011		97.2	100.0	98.4	*	100.0	100.0		96.7	100.0	98.5	82.6	66
5	2009	*	95.8	88.0	92.8	*	92.3	87.2		86.5	97.4	92.0	87.0	75
	2010		95.1	85.7	91.8	100.0	76.9	90.6		96.6	87.9	91.9	87.7	62
	2011		89.2	93.8	90.2	*	91.7	82.1		96.2	85.2	90.6	88.7	53
3-5	2009	*	79.6	86.6	81.9	*	87.5	71.0		85.0	78.4	81.5	81.0	211
	2010		81.4	90.6	84.3	100.0	88.1	75.3		84.8	84.2	84.5	82.3	193
	2011		84.5	87.9	85.1	54.5	84.6	79.1		85.9	85.6	85.7	83.9	182

NUMBER TESTED IN GRADES 3-5													
2009	2	142	67	199	4	40	124	0	100	111	211	33,546	
2010	0	129	64	191	9	42	81	0	92	101	193	34,834	
2011	0	116	66	175	11	52	110	0	92	90	182	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		15	2	16	*	1	16		6	11	17	2,781	79
	2010		10	1	11	*	0	10		8	3	11	2,739	70
	2011		13	7	20	*	7	18		11	9	20	2,370	63
4	2009		12	4	15	*	3	15		4	12	16	2,196	57
	2010		12	2	14	*	2	7		5	9	14	2,101	61
	2011		1	0	1	*	0	0		1	0	1	2,100	66
5	2009	*	2	3	5	*	1	5		5	1	6	1,386	75
	2010		2	3	5	0	3	3		1	4	5	1,314	62
	2011		4	1	5	*	1	5		1	4	5	1,274	53
3-5	2009	*	29	9	36	*	5	36		15	24	39	6,363	211
	2010		24	6	30	0	5	20		14	16	30	6,154	193
	2011		18	8	26	5	8	23		13	13	26	5,744	182

NUMBER TESTED IN GRADES 3-5													
2009	2	142	67	199	4	40	124	0	100	111	211	33,546	
2010	0	129	64	191	9	42	81	0	92	101	193	34,834	
2011	0	116	66	175	11	52	110	0	92	90	182	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	79.0	80.6	82.9	80.8	84.2	63.1
	2010	83.4	80.5	86.9	84.0	82.9	75.4
	2011	70.0	70.4	75.4	76.5	75.4	55.2
4	2009	82.8	74.4	74.9	73.7	74.1	66.7
	2010	82.3	77.8	73.2	68.6	74.2	70.9
	2011	91.3	90.3	86.1	84.8	93.9	89.2
5	2009	85.9	81.7	88.4	78.1	81.0	83.3
	2010	84.9	87.1	86.6	83.6	82.3	81.5
	2011	83.9	77.6	86.0	75.5	78.8	70.5
3-5	2009	82.5	79.3	82.7	77.9	80.3	71.3
	2010	83.5	81.7	82.5	79.0	79.9	75.9
	2011	81.8	79.7	82.4	79.2	83.1	72.0

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		24.6	50.0	33.3	*	53.8	23.4		38.5	25.0	31.6	29.0	79
	2010		28.9	36.0	30.4	*	33.3	15.6		32.4	30.6	31.4	21.3	70
	2011		14.0	10.0	11.5	*	11.1	8.0		11.1	14.8	12.7	24.4	63
4	2009		21.6	30.0	25.5	*	21.4	10.5		29.2	21.2	24.6	31.6	57
	2010		18.6	27.8	21.3	*	18.2	0.0		27.6	15.6	21.3	29.1	61
	2011		66.7	40.0	55.6	*	31.8	37.5		50.0	58.3	54.5	31.3	66
5	2009	*	39.6	44.0	42.0	*	38.5	25.6		29.7	50.0	40.0	38.4	75
	2010		56.1	28.6	45.9	33.3	23.1	28.1		65.5	30.3	46.8	34.5	62
	2011		21.6	18.8	21.6	*	16.7	7.1		26.9	14.8	20.8	32.5	53
3-5	2009	*	28.9	41.8	34.2	*	37.5	20.2		33.0	32.4	32.7	32.8	211
	2010		34.1	31.3	32.5	22.2	26.2	17.3		41.3	25.7	33.2	27.9	193
	2011		32.8	25.8	30.3	9.1	21.2	16.4		28.3	32.2	30.2	29.3	182

	NUMBER TESTED IN GRADES 3-5											
2009	2	142	67	199	4	40	124	0	100	111	211	33,546
2010	0	129	64	191	9	42	81	0	92	101	193	34,834
2011	0	116	66	175	11	52	110	0	92	90	182	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		87.2	89.5	89.3	*	85.7	81.6		92.3	84.4	87.9	87.4	58
	2010		85.7	100.0	88.0		*	76.9		87.5	88.5	88.0	89.8	50
	2011		100.0	90.0	97.4		*	90.9		94.7	100.0	97.6	86.9	42

	NUMBER TESTED IN GRADE 4											
2009	0	39	19	56	1	14	38	0	26	32	58	10,032
2010	0	42	8	50	0	1	13	0	24	26	50	7,294
2011	0	32	10	39	0	3	11	0	19	23	42	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		5	2	6	*	2	7		2	5	7	1,264	58
	2010		6	0	6		*	3		3	3	6	744	50
	2011		0	1	1		*	1		1	0	1	908	42

NUMBER TESTED IN GRADE 4													
2009	0	39	19	56	1	14	38	0	26	32	58	10,032	
2010	0	42	8	50	0	1	13	0	24	26	50	7,294	
2011	0	32	10	39	0	3	11	0	19	23	42	6,935	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions ¹	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2009	2.0	79.3	82.5	85.3	89.7
	2010	2.0	75.0	82.0	86.5	83.8
	2011	2.3	75.0	83.6	89.9	88.7

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		7.7	10.5	8.9	*	7.1	2.6		7.7	9.4	8.6	21.0	58
	2010		4.8	0.0	4.0		*	0.0		4.2	3.8	4.0	23.8	50
	2011		18.8	20.0	17.9		*	18.2		15.8	21.7	19.0	22.4	42

	NUMBER TESTED IN GRADE 4											
2009	0	39	19	56	1	14	38	0	26	32	58	10,032
2010	0	42	8	50	0	1	13	0	24	26	50	7,294
2011	0	32	10	39	0	3	11	0	19	23	42	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	*	87.8	92.0	88.9	*	92.3	80.0		89.5	86.8	88.2	75.9	76
	2010		75.7	60.0	69.6	*	41.7	59.3		80.8	61.3	70.2	81.4	57
	2011		94.4	90.9	93.3	*	85.7	87.0		95.8	91.3	93.6	80.9	47

	NUMBER TESTED IN GRADE 5											
2009	2	49	25	72	2	13	40	0	38	38	76	10,550
2010	0	37	20	56	1	12	27	0	26	31	57	10,576
2011	0	36	11	45	2	7	23	0	24	23	47	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	*	6	2	8	*	1	8		4	5	9	2,542	76
	2010		9	8	17	*	7	11		5	12	17	1,965	57
	2011		2	1	3	*	1	3		1	2	3	1,942	47

NUMBER TESTED IN GRADE 5													
2009	2	49	25	72	2	13	40	0	38	38	76	10,550	
2010	0	37	20	56	1	12	27	0	26	31	57	10,576	
2011	0	36	11	45	2	7	23	0	24	23	47	10,176	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	89.1	89.2	89.0	71.1
	2010	81.6	81.9	88.1	73.5
	2011	88.4	91.7	84.6	88.7

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)
5	2009	*	26.5	40.0	30.6	*	30.8	22.5		36.8	23.7	30.3	29.1	76
	2010		35.1	25.0	30.4	*	16.7	11.1		42.3	22.6	31.6	32.8	57
	2011		38.9	54.5	44.4	*	28.6	13.0		50.0	34.8	42.6	34.0	47

	NUMBER TESTED IN GRADES 5											
2009	2	49	25	72	2	13	40	0	38	38	76	10,550
2010	0	37	20	56	1	12	27	0	26	31	57	10,576
2011	0	36	11	45	2	7	23	0	24	23	47	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			100.0	100.0		100.0	100.0		100.0	100.0	100.0	89.4	14
	2010			100.0	100.0		100.0	*		100.0	100.0	100.0	84.5	18
	2011			82.4	82.4	*	82.4	82.4		90.0	71.4	82.4	87.2	17
4	2009												72.7	0
	2010			80.0	80.0		80.0	*		*	*	80.0	84.4	10
	2011			94.4	94.4		94.1	94.1		87.5	100.0	94.4	85.0	18
5	2009												79.7	0
	2010												80.3	0
	2011			88.9	88.9		87.5	87.5		*	*	88.9	86.3	9
ALL	2009			100.0	100.0		100.0	100.0		100.0	100.0	100.0	—	14
	2010			92.9	92.9		92.3	*		84.6	100.0	92.9	—	28
	2011			88.6	88.6	*	88.1	88.1		86.4	90.9	88.6	—	44

NUMBER TESTED IN GRADES ALL													
2009	0	0	14	13	0	12	12	0	8	6	14	—	
2010	0	0	28	28	0	26	4	0	13	15	28	—	
2011	0	0	44	44	1	42	42	0	22	22	44	—	

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	514	14
	2010			0	0		0	*		0	0	0	863	18
	2011			3	3	*	3	3		1	2	3	710	17
4	2009												268	0
	2010			2	2		2	*		*	*	2	651	10
	2011			1	1		1	1		1	0	1	755	18
5	2009												86	0
	2010												120	0
	2011			1	1		1	1		*	*	1	398	9
ALL	2009			0	0		0	0		0	0	0	—	14
	2010			2	2		2	*		2	0	2	—	28
	2011			5	5	*	5	5		3	2	5	—	44

NUMBER TESTED IN GRADES ALL													
2009	0	0	14	13	0	12	12	0	8	6	14	—	
2010	0	0	28	28	0	26	4	0	13	15	28	—	
2011	0	0	44	44	1	42	42	0	22	22	44	—	

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	87.1	93.9	89.3	86.6
	2010	82.6	88.1	79.6	84.7
	2011	79.2	76.5	78.4	75.7
4	2009				
	2010	80.0	76.3	82.9	77.0
	2011	81.5	81.3	84.1	83.9
5	2009				
	2010				
	2011	76.1	80.6	84.7	79.5
ALL	2009	87.1	93.9	89.3	86.6
	2010	81.7	83.9	80.8	82.0
	2011	79.5	79.3	82.0	79.8

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			42.9	46.2		33.3	33.3		37.5	50.0	42.9	30.6	14
	2010			44.4	44.4		37.5	*		37.5	50.0	44.4	39.6	18
	2011			47.1	47.1	*	47.1	47.1		60.0	28.6	47.1	43.5	17
4	2009												21.1	0
	2010			20.0	20.0		20.0	*		*	*	20.0	34.4	10
	2011			44.4	44.4		41.2	41.2		37.5	50.0	44.4	38.5	18
5	2009												15.3	0
	2010												21.2	0
	2011			33.3	33.3		25.0	25.0		*	*	33.3	29.0	9
ALL	2009			42.9	46.2		33.3	33.3		37.5	50.0	42.9	—	14
	2010			35.7	35.7		30.8	*		23.1	46.7	35.7	—	28
	2011			43.2	43.2	*	40.5	40.5		45.5	40.9	43.2	—	44

NUMBER TESTED IN ALL GRADES													
2009	0	0	14	13	0	12	12	0	8	6	14	—	
2010	0	0	28	28	0	26	4	0	13	15	28	—	
2011	0	0	44	44	1	42	42	0	22	22	44	—	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010-11.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009												87.1	0
	2010			100.0	100.0		100.0	*		*	*	100.0	93.7	10
	2011			100.0	100.0		100.0	100.0		100.0	100.0	100.0	93.2	19

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	10	10	0	10	2	0	5	5	10	4,216	
2011	0	0	19	19	0	18	18	0	8	11	19	5,054	

Shaded cells indicate percentages below 70 percent, the 2010-11 AIES minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Spec Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009												127	0
	2010			0	0		0	*		*	*	0	266	10
	2011			0	0		0	0		0	0	0	346	19

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	10	10	0	10	2	0	5	5	10		4,216
2011	0	0	19	19	0	18	18	0	8	11	19		5,054

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition ¹ : Effectiveness / Command of Conventions	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2009					
	2010	2.3	90.0	87.5	88.8	77.5
	2011	2.5	92.1	94.1	93.4	80.9

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												20.4	0
	2010			20.0	20.0		20.0	*		*	*	20.0	30.4	10
	2011			47.4	47.4		44.4	44.4		37.5	54.5	47.4	27.7	19

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	10	10	0	10	2	0	5	5	10	10	4,216
2011	0	0	19	19	0	18	18	0	8	11	19	19	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	2
	2010		100.0	*	85.7	85.7	*	100.0		*	*	85.7	81.1	7
	2011		*	*	*	*		*		*	*	*	81.7	3
4	2009		85.7	*	75.0	75.0	*	*		71.4	*	75.0	71.8	8
	2010		83.3		83.3	83.3		*		83.3		83.3	75.8	6
	2011		*	*	*	*	*	*		*	*	*	76.6	5
5	2009		85.7	*	88.9	88.9	*	*		87.5	*	88.9	80.3	9
	2010		*	*	*	*	*	*		*		*	93.9	5
	2011		*		*	*		*		*		*	95.1	3
3-5	2009		87.5	*	84.2	84.2	*	83.3		82.4	*	84.2	79.2	19
	2010		93.8	*	88.9	88.9	*	93.3		87.5	*	88.9	84.8	18
	2011		88.9	*	81.8	81.8	*	88.9		75.0	*	81.8	84.8	11

	NUMBER TESTED IN GRADES 3-5											
2009	0	16	3	19	19	2	12	0	17	2	19	1,867
2010	0	16	2	18	18	2	15	0	16	2	18	1,749
2011	0	9	2	11	11	1	9	0	8	3	11	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	2
	2010		0	*	1	1	*	0		*	*	1	96	7
	2011		*	*	*	*		*		*	*	*	69	3
4	2009		1	*	2	2	*	*		2	*	2	192	8
	2010		1		1	1		*		1		1	126	6
	2011		*	*	*	*	*	*		*	*	*	123	5
5	2009		1	*	1	1	*	*		1	*	1	137	9
	2010		*	*	*	*	*	*		*		*	44	5
	2011		*		*	*		*		*		*	26	3
3-5	2009		2	*	3	3	*	2		3	*	3	389	19
	2010		1	*	2	2	*	1		2	*	2	266	18
	2011		1	*	2	2	*	1		2	*	2	218	11

	NUMBER TESTED IN GRADES 3-5											
2009	0	16	3	19	19	2	12	0	17	2	19	1,867
2010	0	16	2	18	18	2	15	0	16	2	18	1,749
2011	0	9	2	11	11	1	9	0	8	3	11	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	70.3	61.9	71.4	66.7
	2011	*	*	*	*
4	2009	52.1	60.4	52.1	51.6
	2010	75.0	69.4	61.1	72.9
	2011	*	*	*	*
5	2009	60.6	74.1	77.8	65.7
	2010	*	*	*	*
	2011	*	*	*	*
3-5	2009	56.3	67.5	66.1	62.5
	2010	69.0	64.8	60.2	62.9
	2011	64.6	68.2	59.1	64.5

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		*		*	*		*		*		*	16.2	2
	2010		33.3	*	28.6	28.6	*	33.3		*	*	28.6	19.1	7
	2011		*	*	*	*		*		*	*	*	20.9	3
4	2009		0.0	*	0.0	0.0	*	*		0.0	*	0.0	8.9	8
	2010		0.0		0.0	0.0		*		0.0		0.0	15.2	6
	2011		*	*	*	*	*	*		*	*	*	13.7	5
5	2009		14.3	*	11.1	11.1	*	*		0.0	*	11.1	14.1	9
	2010		*	*	*	*	*	*		*		*	15.4	5
	2011		*		*	*		*		*		*	16.5	3
3-5	2009		6.3	*	5.3	5.3	*	0.0		0.0	*	5.3	12.7	19
	2010		12.5	*	11.1	11.1	*	13.3		6.3	*	11.1	16.4	18
	2011		0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	16.6	11

	NUMBER TESTED IN GRADES 3-5											
2009	0	16	3	19	19	2	12	0	17	2	19	1,867
2010	0	16	2	18	18	2	15	0	16	2	18	1,749
2011	0	9	2	11	11	1	9	0	8	3	11	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		*	*	66.7	66.7	*	*		*	*	66.7	78.3	6
	2011		*	*	*	*		*		*	*	*	82.7	2
4	2009		71.4	*	75.0	75.0	*	*		71.4	*	75.0	75.8	8
	2010		*		*	*		*		*		*	80.6	5
	2011		*	*	*	*	*	*		*	*	*	80.2	3
5	2009		100.0	*	100.0	100.0	*	*		100.0	*	100.0	80.2	7
	2010		*		*	*		*		*		*	86.4	4
	2011		*		*	*		*		*		*	88.1	3
3-5	2009		80.0	*	82.4	82.4	*	90.0		80.0	*	82.4	78.8	17
	2010		78.6	*	73.3	73.3	*	75.0		69.2	*	73.3	82.4	15
	2011		100.0	*	87.5	87.5	*	85.7		83.3	*	87.5	83.8	8

	NUMBER TESTED IN GRADES 3-5											
2009	0	15	2	17	17	2	10	0	15	2	17	1,743
2010	0	14	1	15	15	1	12	0	13	2	15	1,615
2011	0	6	2	8	8	1	7	0	6	2	8	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		*	*	2	2	*	*		*	*	2	102	6
	2011		*	*	*	*		*		*	*	*	63	2
4	2009		2	*	2	2	*	*		2	*	2	157	8
	2010		*		*	*		*		*		*	92	5
	2011		*	*	*	*	*	*		*	*	*	101	3
5	2009		0	*	0	0	*	*		0	*	0	127	7
	2010		*		*	*		*		*		*	91	4
	2011		*		*	*		*		*		*	60	3
3-5	2009		3	*	3	3	*	1		3	*	3	369	17
	2010		3	*	4	4	*	3		4	*	4	285	15
	2011		0	*	1	1	*	1		1	*	1	224	8

	NUMBER TESTED IN GRADES 3-5											
2009	0	15	2	17	17	2	10	0	15	2	17	1,743
2010	0	14	1	15	15	1	12	0	13	2	15	1,615
2011	0	6	2	8	8	1	7	0	6	2	8	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	50.0	63.3	76.7	56.7	66.7	50.0
	2011	*	*	*	*	*	*
4	2009	68.1	52.1	47.5	47.5	25.0	54.2
	2010	*	*	*	*	*	*
	2011	*	*	*	*	*	*
5	2009	77.8	81.0	61.9	85.7	81.0	74.3
	2010	*	*	*	*	*	*
	2011	*	*	*	*	*	*
3-5	2009	72.1	62.5	56.1	67.1	47.1	62.0
	2010	65.2	53.1	68.4	54.7	71.1	61.1
	2011	68.6	70.0	49.6	65.8	62.5	79.2

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		*		*	*		*		*		*	22.3	2
	2010		*	*	0.0	0.0	*	*		*	*	0.0	13.4	6
	2011		*	*	*	*		*		*	*	*	20.6	2
4	2009		0.0	*	0.0	0.0	*	*		0.0	*	0.0	14.0	8
	2010		*		*	*		*		*		*	20.2	5
	2011		*	*	*	*	*	*		*	*	*	25.3	3
5	2009		50.0	*	42.9	42.9	*	*		33.3	*	42.9	17.2	7
	2010		*		*	*		*		*		*	18.9	4
	2011		*		*	*		*		*		*	20.0	3
3-5	2009		20.0	*	17.6	17.6	*	10.0		13.3	*	17.6	17.3	17
	2010		7.1	*	6.7	6.7	*	8.3		7.7	*	6.7	17.7	15
	2011		50.0	*	37.5	37.5	*	42.9		50.0	*	37.5	22.1	8

	NUMBER TESTED IN GRADES 3-5											
2009	0	15	2	17	17	2	10	0	15	2	17	1,743
2010	0	14	1	15	15	1	12	0	13	2	15	1,615
2011	0	6	2	8	8	1	7	0	6	2	8	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	0.0	7
	2010		66.7		66.7	66.7		*		66.7		66.7	73.4	6
	2011		*	*	71.4	71.4	*	66.7		*	*	71.4	73.5	7

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

Shaded cells indicate percentages below 70 percent, the 2010-11 AIES minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009		6	*	7	7	*	*		7		7	694	7
	2010		2		2	2		*		2		2	141	6
	2011		*	*	2	2	*	2		*	*	2	134	7

NUMBER TESTED IN GRADE 4													
2009	0	6	1	7	7	1	4	0	7	0	7	694	
2010	0	6	0	6	6	0	5	0	6	0	6	531	
2011	0	5	2	7	7	2	6	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	1.3	57.1	59.2	57.1	55.1
	2010	0.5	72.2	47.6	54.8	54.8
	2011	1.1	38.1	46.9	61.2	59.2

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	0.0	7
	2010		0.0		0.0	0.0		*		0.0		0.0	7.9	6
	2011		*	*	0.0	0.0	*	0.0		*	*	0.0	6.3	7

NUMBER TESTED IN GRADE 4													
2009	0	6	1	7	7	1	4	0	7	0	7	694	
2010	0	6	0	6	6	0	5	0	6	0	6	531	
2011	0	5	2	7	7	2	6	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	41.9	71.0	56.5	54.4	62
	2010	85.7	90.6	88.7	61.2	53
	2011	85.3	50.0	80.0	63.3	40
1	2009	41.7	60.0	53.1	54.2	64
	2010	21.1	68.8	35.2	55.2	54
	2011	92.3	93.1	92.7	58.1	55
2	2009	23.1	73.1	43.1	47.9	65
	2010	12.9	45.5	26.4	48.6	53
	2011	27.5	77.8	36.7	50.7	49
5	2009					0
	2010					0
	2011	5.6	60.0	37.2	36.2	43
1-5	2009	30.2	65.2	48.1	51.0	129
	2010	17.4	55.3	30.8	51.9	107
	2011	42.9	77.8	57.8	47.2	147

Number Tested	2009	94	97	191	15,925	
	2010	90	70	160	20,252	
	2011	118	69	187	29,763	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009	46.4	54.8	49.4	52.8	87
	2010	53.7	76.5	64.0	51.2	75
	2011	65.5	30.0	60.3	56.8	68
1	2009	41.7	70.0	59.4	50.4	64
	2010	40.6	43.8	41.3	48.8	80
	2011	52.0	66.7	57.5	53.1	80
2	2009	46.2	61.5	52.3	53.2	65
	2010	34.0	63.6	43.1	54.6	72
	2011	66.7	70.0	67.1	56.8	76
5	2009					0
	2010					0
	2011	27.6	68.0	46.3	44.8	54
K-5	2009	45.4	62.9	53.2	52.3	216
	2010	41.9	65.3	49.3	51.5	227
	2011	57.1	62.7	58.6	53.3	278

Number Tested	2009	119	97	216	30,563	
	2010	155	72	227	40,163	
	2011	203	75	278	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	*	51.1	84.6	58.3	*	*	41.9		36.7	75.0	56.5	54.4	62
	2010		88.0	*	88.2		*	85.7		85.0	90.9	88.7	61.2	53
	2011		82.4	66.7	78.9	*	*	85.3		77.3	83.3	80.0	63.3	40
1	2009		53.3	*	51.6	*	*	41.7		58.3	46.4	53.1	54.2	64
	2010	*	25.6	80.0	35.8	*	*	21.1		23.3	50.0	35.2	55.2	54
	2011		92.2	*	92.6		*	92.3		84.6	100.0	92.7	58.1	55
2	2009		42.1	50.0	42.9	*	*	23.1		40.6	45.5	43.1	47.9	65
	2010		27.5	*	25.0	*	*	12.9		16.7	39.1	26.4	48.6	53
	2011		27.8	61.5	38.3		*	27.5		39.1	34.6	36.7	50.7	49
1-2	2009		47.9	50.0	47.2	*	*	30.2		50.0	45.9	48.1	51.0	129
	2010	*	26.6	66.7	30.5	*	*	17.4		20.0	44.7	30.8	51.9	107
	2011		65.5	70.6	67.3		*	53.0		63.3	69.1	66.3	54.4	104
5	2009													0
	2010													0
	2011		35.9	*	36.6	*	*	5.6		37.5	36.8	37.2	36.2	43
1-5	2009		47.9	50.0	47.2	*	*	30.2		50.0	45.9	48.1	51.0	129
	2010	*	26.6	66.7	30.5	*	*	17.4		20.0	44.7	30.8	51.9	107
	2011		56.3	66.7	58.5	*	66.7	42.9		54.8	60.8	57.8	47.2	147

Number Tested	2009	0	117	12	125	4	5	63	0	68	61	129	14,637
	2010	1	94	12	105	4	5	69	0	60	47	107	13,990
	2011	0	126	21	142	5	6	84	0	73	74	147	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	*	3	1	4	*	*	2		0	4	4	304	62
	2010		31	*	31		*	11		11	22	33	1,717	53
	2011		22	2	23	*	*	23		14	10	24	2,106	40
1	2009		10	*	10	*	*	2		8	3	11	1,659	64
	2010	*	3	5	8	*	*	3		3	5	8	1,729	54
	2011		29	*	30		*	12		15	16	31	1,963	55
2	2009		2	1	3	*	*	1		3	0	3	1,027	65
	2010		3	*	2	*	*	1		1	2	3	954	53
	2011		2	2	4		*	2		1	3	4	1,020	49
1-2	2009		12	2	13	*	*	3		11	3	14	2,688	129
	2010	*	6	5	10	*	*	4		4	7	11	2,683	107
	2011		31	4	34		*	14		16	19	35	2,983	104
5	2009													0
	2010													0
	2011		1	*	2	*	*	0		1	1	2	701	43
1-5	2009		12	2	13	*	*	3		11	3	14	2,688	129
	2010	*	6	5	10	*	*	4		4	7	11	2,683	107
	2011		32	5	36	*	1	14		17	20	37	3,694	147

Number Tested	2009	0	117	12	125	4	5	63	0	68	61	129	14,637
	2010	1	94	12	105	4	5	69	0	60	47	107	13,990
	2011	0	126	21	142	5	6	84	0	73	74	147	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	*	48.9	50.0	48.2	*	48.3	46.4		35.9	60.4	49.4	52.8	87
	2010		80.0	32.0	63.0		36.4	53.7		53.1	72.1	64.0	51.2	75
	2011	*	64.7	54.5	60.6	*	57.7	65.5		56.4	65.5	60.3	56.8	68
1	2009		60.0	*	58.1	*	*	41.7		63.9	53.6	59.4	50.4	64
	2010	*	25.6	61.1	41.8	*	63.3	40.6		32.5	50.0	41.3	48.8	80
	2011		64.7	44.8	57.1	*	46.2	52.0		53.7	61.5	57.5	53.1	80
2	2009		49.1	75.0	52.4	*	*	46.2		50.0	54.5	52.3	53.2	65
	2010		49.0	28.6	42.3	*	30.0	34.0		37.5	50.0	43.1	54.6	72
	2011		50.0	82.1	67.6	*	87.1	66.7		67.6	66.7	67.1	56.8	76
K-2	2009	*	53.0	54.0	52.4	50.0	52.9	45.4		49.5	56.9	53.2	52.3	216
	2010	*	52.8	43.9	48.9	*	45.8	41.9		40.2	58.3	49.3	51.5	227
	2011	*	60.3	62.4	61.8	*	65.1	62.1		58.8	64.5	61.6	55.6	224
5	2009													0
	2010													0
	2011		38.5	66.7	44.2	*	58.3	27.6		53.3	37.5	46.3	44.8	54
K-5	2009	*	53.0	54.0	52.4	50.0	52.9	45.4		49.5	56.9	53.2	52.3	216
	2010	*	52.8	43.9	48.9	*	45.8	41.9		40.2	58.3	49.3	51.5	227
	2011	*	55.0	62.9	58.4	20.0	64.2	57.1		57.6	59.7	58.6	53.3	278

Number Tested	2009	1	164	50	210	6	34	119	0	107	109	216	30,563
	2010	1	144	82	223	5	72	155	0	112	115	227	40,163
	2011	1	160	116	269	10	95	203	0	144	134	278	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	*	5	1	7	*	1	4		3	4	7	2,455	87
	2010		21	1	21		1	8		7	15	22	2,358	75
	2011	*	8	3	10	*	3	11		8	3	11	2,815	68
1	2009		17	*	16	*	*	4		11	7	18	1,577	64
	2010	*	3	10	13	*	9	11		4	9	13	2,266	80
	2011		13	3	16	*	3	9		9	7	16	2,716	80
2	2009		8	1	9	*	*	1		5	4	9	1,686	65
	2010		9	2	10	*	2	4		6	5	11	2,484	72
	2011		2	13	15	*	11	11		5	10	15	2,746	76
K-2	2009	*	30	3	32	0	2	9		19	15	34	5,718	216
	2010	*	33	13	44	*	12	23		17	29	46	7,108	227
	2011	*	23	19	41	*	17	31		22	20	42	8,277	224
5	2009													0
	2010													0
	2011		4	3	7	*	1	1		6	1	7	1,395	54
K-5	2009	*	30	3	32	0	2	9		19	15	34	5,718	216
	2010	*	33	13	44	*	12	23		17	29	46	7,108	227
	2011	*	27	22	48	0	18	32		28	21	49	9,696	278

Number Tested	2009	1	164	50	210	6	34	119	0	107	109	216	30,563
	2010	1	144	82	223	5	72	155	0	112	115	227	40,163
	2011	1	160	116	269	10	95	203	0	144	134	278	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		65.0	78.6	68.6	*	84.0	68.8		74.5	62.2	69.3	66.0	88
	2010	*	34.9	83.3	57.0	*	80.0	53.1		52.5	62.5	57.5	63.5	80
	2011		64.7	50.0	59.2		52.0	50.0		67.5	51.3	59.5	66.7	79
2	2009		59.6	42.3	54.3	*	40.0	46.4		61.5	47.7	54.2	60.9	83
	2010		45.1	38.1	42.3	*	40.0	34.0		45.0	40.6	43.1	61.4	72
	2011		40.0	76.9	61.6		83.9	56.1		54.5	64.3	60.0	62.0	75
1-2	2009		62.4	61.1	61.7	42.9	64.4	56.7		68.9	54.3	62.0	63.5	171
	2010	*	40.4	66.7	50.0	*	64.0	44.7		48.8	52.8	50.7	62.5	152
	2011		54.7	65.7	60.4		69.6	53.4		61.6	58.0	59.7	64.4	154
5	2009													0
	2010													0
	2011		41.0	80.0	50.0	*	75.0	41.4		53.3	50.0	51.9	48.6	54
1-5	2009		62.4	61.1	61.7	42.9	64.4	56.7		68.9	54.3	62.0	63.5	171
	2010	*	40.4	66.7	50.0	*	64.0	44.7		48.8	52.8	50.7	62.5	152
	2011		50.4	68.3	57.7	*	70.6	51.0		59.2	56.2	57.7	59.7	208

Number Tested	2009	0	117	54	167	7	45	104	0	90	81	171	27,480
	2010	1	94	57	150	5	50	114	0	80	72	152	26,937
	2011	0	125	82	201	5	68	145	0	103	105	208	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		24	15	38	*	14	23		27	12	39	4,597	88
	2010	*	5	16	21	*	14	16		8	13	21	4,129	80
	2011		11	5	16		5	8		8	8	16	4,427	79
2	2009		10	4	14	*	2	6		8	6	14	3,822	83
	2010		10	2	11	*	2	4		6	6	12	3,776	72
	2011		4	17	21		16	17		10	11	21	3,810	75
1-2	2009		34	19	52	2	16	29		35	18	53	8,419	171
	2010	*	15	18	32	*	16	20		14	19	33	7,905	152
	2011		15	22	37		21	25		18	19	37	8,237	154
5	2009													0
	2010													0
	2011		3	2	5	*	1	1		2	3	5	1,416	54
1-5	2009		34	19	52	2	16	29		35	18	53	8,419	171
	2010	*	15	18	32	*	16	20		14	19	33	7,905	152
	2011		18	24	42	*	22	26		20	22	42	9,660	208

Number Tested	2009	0	117	54	167	7	45	104	0	90	81	171	27,480
	2010	1	94	57	150	5	50	114	0	80	72	152	26,937
	2011	0	125	82	201	5	68	145	0	103	105	208	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			88.0	88.0		88.0	88.0		77.8	93.8	88.0	88.6	25
	2010			95.2	95.2		95.0	94.7		91.7	100.0	95.2	89.3	21
	2011	*		100.0	100.0		100.0	100.0		100.0	100.0	100.0	90.9	28
1	2009			95.8	95.8	*	95.8	95.8		93.3	100.0	95.8	88.6	24
	2010			91.3	91.3		91.3	91.3		88.9	92.9	91.3	89.1	23
	2011			91.7	90.9		91.7	91.7		85.7	100.0	91.7	89.4	24
2	2009			88.9	88.9	*	93.8	94.1		85.7	90.9	88.9	94.0	18
	2010			94.7	94.7	*	94.7	94.7		100.0	88.9	94.7	93.8	19
	2011			96.2	96.3		96.3	96.3		100.0	93.8	96.3	94.9	27
K-2	2009			91.0	91.0	*	92.3	92.4		87.1	94.4	91.0	90.4	67
	2010			93.7	93.7	*	93.5	93.4		93.5	93.8	93.7	90.7	63
	2011	*		96.1	96.1		96.1	96.0		95.2	97.3	96.2	91.7	79
5	2009													0
	2010													0
	2011			100.0	100.0		100.0	100.0		100.0	*	100.0	93.5	11
K-5	2009			91.0	91.0	*	92.3	92.4		87.1	94.4	91.0	90.4	67
	2010			93.7	93.7	*	93.5	93.4		93.5	93.8	93.7	90.7	63
	2011	*		96.6	96.6		96.6	96.5		95.8	97.6	96.7	91.9	90

Number Tested	2009	0	0	67	67	3	65	66	0	31	36	67	19,076
	2010	0	0	63	63	1	62	61	0	31	32	63	19,041
	2011	1	0	88	88	0	87	86	0	48	42	90	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			11	11		11	11		3	8	11	3,525	25
	2010			14	14		14	14		6	8	14	3,523	21
	2011	*		19	19		17	16		11	8	19	3,964	28
1	2009			9	9	*	9	9		7	2	9	2,523	24
	2010			11	11		11	11		3	8	11	2,529	23
	2011			12	11		12	12		6	6	12	2,459	24
2	2009			5	5	*	5	5		1	4	5	2,909	18
	2010			7	7	*	7	7		6	1	7	3,040	19
	2011			13	14		14	14		3	11	14	3,227	27
K-2	2009			25	25	*	25	25		11	14	25	8,957	67
	2010			32	32	*	32	32		15	17	32	9,092	63
	2011	*		44	44		43	42		20	25	45	9,650	79
5	2009													0
	2010													0
	2011			6	6		6	6		2	*	6	856	11
K-5	2009			25	25	*	25	25		11	14	25	8,957	67
	2010			32	32	*	32	32		15	17	32	9,092	63
	2011	*		50	50		49	48		22	29	51	10,519	90

Number Tested	2009	0	0	67	67	3	65	66	0	31	36	67	19,076
	2010	0	0	63	63	1	62	61	0	31	32	63	19,041
	2011	1	0	88	88	0	87	86	0	48	42	90	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	-	2	50.0	3	0.0	5	20.0
5	0	-	1	100.0	0	-	1	100.0
ALL	0	-	3	66.7	3	0.0	6	33.3

PERFORMANCE IN 2011

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2011 Level	N	%	N	%	N	%	N	%	N	%
KN (25)	Beginning	13	52.0	12	48.0	24	96.0	25	100.0	25	100.0
	Intermediate	12	48.0	13	52.0	1	4.0	0	0.0	0	0.0
	Advanced	0	0.0	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 (24)	Beginning	22	91.7	17	70.8	23	95.8	22	91.7	22	91.7
	Intermediate	1	4.2	5	20.8	0	0.0	1	4.2	1	4.2
	Advanced	0	0.0	1	4.2	0	0.0	0	0.0	0	0.0
	Advanced High	1	4.2	1	4.2	1	4.2	1	4.2	1	4.2
2 (31)	Beginning	23	74.2	23	74.2	21	67.7	3	9.7	3	9.7
	Intermediate	4	12.9	4	12.9	7	22.6	8	25.8	13	41.9
	Advanced	0	0.0	0	0.0	1	3.2	10	32.3	14	45.2
	Advanced High	4	12.9	4	12.9	2	6.5	10	32.3	1	3.2
3 (18)	Beginning	0	0.0	0	0.0	5	27.8	2	11.1	2	11.1
	Intermediate	0	0.0	1	5.6	6	33.3	5	27.8	5	27.8
	Advanced	5	27.8	9	50.0	4	22.2	6	33.3	6	33.3
	Advanced High	13	72.2	8	44.4	3	16.7	5	27.8	5	27.8
4 (23)	Beginning	1	4.3	1	4.3	2	8.7	1	4.3	1	4.3
	Intermediate	4	17.4	4	17.4	5	21.7	3	13.0	4	17.4
	Advanced	4	17.4	4	17.4	6	26.1	9	39.1	9	39.1
	Advanced High	14	60.9	14	60.9	10	43.5	10	43.5	9	39.1

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	—	—	—	
21 1 (4.8%)	Beginning	19			
	Intermediate	0	1		
	Advanced	0	0	0	
	Advanced High	0	1	0	
31 23 (74.2%)	Beginning	3			
	Intermediate	10	3		
	Advanced	12	0	2	
	Advanced High	0	0	1	
17 6 (35.3%)	Beginning	2			
	Intermediate	1	4		
	Advanced	0	0	5	
	Advanced High	0	0	5	
22 10 (45.5%)	Beginning	1			
	Intermediate	1	3		
	Advanced	0	0	8	
	Advanced High	0	0	9	

PERFORMANCE IN 2011

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2011 Level	N	%	N	%	N	%	N	%	N	%
5 (12)	Beginning	0	0.0	0	0.0	1	8.3	0	0.0	0	0.0
	Intermediate	2	16.7	2	16.7	5	41.7	1	8.3	1	8.3
	Advanced	2	16.7	3	25.0	2	16.7	2	16.7	2	16.7
	Advanced High	8	66.7	7	58.3	4	33.3	9	75.0	9	75.0
ALL (133)	Beginning	59	44.4	53	39.8	76	57.1	53	39.8	53	39.8
	Intermediate	23	17.3	29	21.8	24	18.0	18	13.5	24	18.0
	Advanced	11	8.3	17	12.8	13	9.8	27	20.3	31	23.3
	Advanced High	40	30.1	34	25.6	20	15.0	35	26.3	25	18.8

PROGRESSION FROM
2010 TO 2011

Number Rated Both Years		2010 Level			
N (%) Progressed	2011 Level	Beg	Int	Adv	Adv High
11 10 (90.9%)	Beginning	0			
	Intermediate	1	0		
	Advanced	0	0	1	
	Advanced High	0	0	9	
102 50 (49.0%)	Beginning	25			
	Intermediate	13	11		
	Advanced	12	0	16	
	Advanced High	0	1	24	

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