

DATA PACKET

for 2011-12 planning

School Number 189

CLARA OLIVER



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Independent
School
District**

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

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2010-11 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- “Economically disadvantaged” students are those who qualify for free or reduced-price lunch through the federal government’s program.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

ENROLLMENT

- Statistics are based on the school’s enrollment at the end of the fifth six-weeks grading period.
- For 2010-11, race/ethnic categories are based on the newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes; students reporting their ethnicity as “Hispanic” are not counted in any race category. For prior years, race/ethnicity is based on the previous categories.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2010-11. They are counted as new if not enrolled in a district campus before the last day of the 2009-10 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2009-10 and 2010-11.

ATTENDANCE

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- “Average daily membership” is the total number of school days students were ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled for a minimum number of instructional days between the beginning of the school year and the first day of the main TAKS testing period. This number varies from 125 to 130 depending on the calendar in a particular school year.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

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

TAKS and TAKS-Modified

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- TAKS statistics are based on both TAKS and TAKS-Accommodated results. TAKS-M statistics are based exclusively on TAKS-M results.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- Cell shading for percentage meeting standard is based on the AEIS or AYP minimum requirement for 2012, whichever is higher for the subject test.
- READING and MATHEMATICS statistics for SSI grades (3, 5, 8) in any year are based on scores cumulative through the second administration.

SCE COMPLIANCE and ITBS / ITED / LOGRAMOS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are based on demographic data in the Dallas ISD student database.
- Kindergarten ITBS reading statistics are based on the Reading Profile Total (a combination of the Vocabulary, Word Analysis, and Listening subtests) for all years available. All other grades' ITBS reading statistics, and Logramos reading statistics for all grades, are based on Reading Total results. (Reading Total results are not available with use of the ITBS level 5R form administered in kindergarten.) “Number tested” statistics include kindergarten.
- Kindergarten ITBS mathematics statistics are based on the Mathematics subtest. All other grades' statistics reflect Mathematics Total results. (Mathematics Total summaries are not available with use of the ITBS level 5R form administered in kindergarten.) “Number tested” statistics include kindergarten.
- Mathematics Total results used for data packets are combinations of the Mathematics Concepts, Problems, and Computation subtest results. For schools who did not administer Mathematics Concepts or Mathematics Problems to their students, Mathematics Computation statistics are provided separately.

TELPAS

- Students are counted as having tested if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student's composite rating did not increase at least one level from 2010 to 2011, the TEA did not report the 2010 composite rating.
- If a student is rated as advanced high in 2011, the TEA does not differentiate between the advanced and advanced high levels from 2010.

STUDENT ENROLLMENT

Grade	Enrollment
PK	54
KN	68
1	56
2	51
3	59
4	53
5	48
ALL	389

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	309	79.4	23	76.7
American Indian/Alaska Native	4	1.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	73	18.8	6	20.0
White	1	0.3	1	3.3
Multiple	1	0.3	0	0.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	1	0.3	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	201	51.7
Economically disadvantaged	348	89.5
Limited English proficient (LEP)	64	16.5
Special education	26	6.7
Talented and Gifted (TAG)	12	3.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2009	43	32	74.4	0	0.0	0	0.0	11	25.6	0	0.0	—	—
	2010	72	63	87.5	0	0.0	0	0.0	9	12.5	0	0.0	—	—
	2011	54	45	83.3	1	1.9	0	0.0	8	14.8	0	0.0	0	0.0
KN	2009	49	39	79.6	0	0.0	0	0.0	10	20.4	0	0.0	—	—
	2010	51	38	74.5	0	0.0	0	0.0	13	25.5	0	0.0	—	—
	2011	68	54	79.4	1	1.5	0	0.0	11	16.2	1	1.5	0	0.0
1	2009	70	60	85.7	0	0.0	0	0.0	10	14.3	0	0.0	—	—
	2010	42	31	73.8	0	0.0	0	0.0	11	26.2	0	0.0	—	—
	2011	56	47	83.9	0	0.0	0	0.0	8	14.3	0	0.0	1	1.8
2	2009	78	63	80.8	0	0.0	0	0.0	15	19.2	0	0.0	—	—
	2010	62	46	74.2	0	0.0	0	0.0	16	25.8	0	0.0	—	—
	2011	51	37	72.5	0	0.0	0	0.0	14	27.5	0	0.0	0	0.0
3	2009	69	54	78.3	0	0.0	0	0.0	15	21.7	0	0.0	—	—
	2010	65	54	83.1	0	0.0	0	0.0	11	16.9	0	0.0	—	—
	2011	59	47	79.7	0	0.0	0	0.0	12	20.3	0	0.0	0	0.0
4	2009	82	69	84.1	0	0.0	0	0.0	13	15.9	0	0.0	—	—
	2010	53	42	79.2	0	0.0	0	0.0	11	20.8	0	0.0	—	—
	2011	53	43	81.1	1	1.9	0	0.0	9	17.0	0	0.0	0	0.0
5	2009	55	42	76.4	0	0.0	0	0.0	13	23.6	0	0.0	—	—
	2010	66	54	81.8	1	1.5	0	0.0	11	16.7	0	0.0	—	—
	2011	48	36	75.0	1	2.1	0	0.0	11	22.9	0	0.0	0	0.0
PK-5	2009	446	359	80.5	0	0.0	0	0.0	87	19.5	0	0.0	—	—
	2010	411	328	79.8	1	0.2	0	0.0	82	20.0	0	0.0	—	—
	2011	389	309	79.4	4	1.0	0	0.0	73	18.8	1	0.3	1	0.3

Enrollment (2)

Enrollment Statistics by Select Student Group

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	
PK	2009	43	41	95.3	10	23.3	1	2.3	16	37.2	0	0.0	42	97.7	2.3
	2010	72	66	91.7	7	9.7	0	0.0	14	19.4	0	0.0	72	100.0	0.0
	2011	54	45	83.3	8	14.8	0	0.0	11	20.4	0	0.0	46	85.2	14.8
KN	2009	49	45	91.8	8	16.3	2	4.1	22	44.9	0	0.0	24	49.0	2.0
	2010	51	45	88.2	11	21.6	0	0.0	24	47.1	0	0.0	21	41.2	7.8
	2011	68	58	85.3	8	11.8	0	0.0	35	51.5	0	0.0	26	38.2	4.4
1	2009	70	65	92.9	9	12.9	5	7.1	54	77.1	2	2.9	9	12.9	11.4
	2010	42	39	92.9	8	19.0	4	9.5	26	61.9	2	4.8	5	11.9	7.1
	2011	56	50	89.3	7	12.5	3	5.4	30	53.6	0	0.0	7	12.5	10.7
2	2009	78	73	93.6	14	17.9	10	12.8	61	78.2	2	2.6	9	11.5	5.1
	2010	62	59	95.2	14	22.6	5	8.1	48	77.4	3	4.8	6	9.7	1.6
	2011	51	49	96.1	11	21.6	6	11.8	37	72.5	1	2.0	3	5.9	9.8
3	2009	69	61	88.4	13	18.8	2	2.9	53	76.8	0	0.0	8	11.6	1.4
	2010	65	65	100.0	10	15.4	7	10.8	51	78.5	1	1.5	3	4.6	3.1
	2011	59	55	93.2	10	16.9	9	15.3	31	52.5	4	6.8	6	10.2	5.1
4	2009	82	76	92.7	11	13.4	11	13.4	46	56.1	8	9.8	9	11.0	0.0
	2010	53	48	90.6	11	20.8	3	5.7	27	50.9	2	3.8	4	7.5	3.8
	2011	53	50	94.3	9	17.0	7	13.2	31	58.5	3	5.7	1	1.9	1.9
5	2009	55	50	90.9	9	16.4	6	10.9	32	58.2	9	16.4	4	7.3	1.8
	2010	66	63	95.5	10	15.2	8	12.1	43	65.2	6	9.1	8	12.1	0.0
	2011	48	41	85.4	11	22.9	1	2.1	26	54.2	4	8.3	4	8.3	4.2
PK-5	2009	446	411	92.2	74	16.6	37	8.3	284	63.7	21	4.7	105	23.5	3.6
	2010	411	385	93.7	71	17.3	27	6.6	233	56.7	14	3.4	119	29.0	2.9
	2011	389	348	89.5	64	16.5	26	6.7	201	51.7	12	3.1	93	23.9	7.2

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	49.9	13,515.0	47.8	95.9	12,939.1	95.7	20	40.1	22.3	45	11,501	90.2	85.1
	2010	50.3	13,234.2	48.2	95.8	12,616.4	95.3	12	23.9	21.7	43	11,233	85.5	84.9
	2011	63.9	13,210.6	60.5	94.8	12,645.0	95.7	21	32.9	21.5	51	11,602	79.9	87.8
1	2009	71.0	14,250.8	68.3	96.2	13,719.9	96.3	19	26.8	20.5	60	12,300	84.5	86.3
	2010	43.0	13,848.4	41.4	96.1	13,286.3	95.9	14	32.5	20.3	34	11,978	79.0	86.5
	2011	53.1	13,458.2	50.5	95.2	12,967.0	96.4	12	22.6	19.0	46	12,047	86.7	89.5
2	2009	74.9	13,950.1	71.5	95.4	13,499.0	96.8	23	30.7	18.5	61	12,231	81.4	87.7
	2010	61.9	13,440.8	59.1	95.3	12,947.4	96.3	19	30.7	19.2	53	11,794	85.6	87.7
	2011	51.0	13,012.8	48.3	94.6	12,592.7	96.8	17	33.3	17.1	37	11,853	72.5	91.1
3	2009	69.3	13,095.5	67.3	97.1	12,710.6	97.1	23	33.2	18.2	59	11,634	85.2	88.8
	2010	66.9	13,291.1	64.9	97.1	12,853.9	96.7	10	15.0	17.8	58	11,815	86.8	88.9
	2011	56.5	12,619.0	54.1	95.9	12,254.0	97.1	12	21.3	16.7	50	11,604	88.6	92.0
4	2009	79.1	12,156.4	76.9	97.2	11,789.9	97.0	20	25.3	17.9	69	10,731	87.3	88.3
	2010	52.2	12,299.7	50.5	96.6	11,900.0	96.8	11	21.1	17.3	45	10,987	86.1	89.3
	2011	53.0	12,506.4	51.5	97.3	12,149.9	97.1	13	24.5	15.7	46	11,544	86.8	92.3
5	2009	53.9	11,903.5	52.2	96.9	11,552.9	97.1	18	33.4	17.3	42	10,563	78.0	88.7
	2010	66.5	11,687.8	64.5	97.0	11,310.1	96.8	15	22.6	17.1	55	10,453	82.7	89.4
	2011	49.2	11,742.5	47.2	96.0	11,419.3	97.2	10	20.3	8.3	39	10,892	79.3	92.8
KN-5	2009	419.0	83,476.5	404.0	96.4	80,586.5	96.5	173	41.3	30.6	373	76,517	89.0	91.7
	2010	340.8	77,802.0	328.5	96.4	74,914.0	96.3	81	23.8	18.9	288	68,260	84.5	87.7
	2011	326.6	76,549.5	312.2	95.6	74,027.9	96.7	85	26.0	16.6	269	69,542	82.4	90.8

Teachers: 30

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	23	76.7
Hispanic	6	20.0
White	1	3.3
Multiple categories	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	27	90.0
Male	3	10.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	6.7	NA
2009-10	7.5	NA
2010-11	9.7	93.1

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	0	0.0
2	1	3.3
3	4	13.3
4	4	13.3
5	0	0.0
1-3	5	16.7
More than 3	25	83.3
1 - 5	9	30.0
6 - 10	9	30.0
11 - 20	7	23.3
More than 20	5	16.7

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		69.8	*	70.2			63.4		67.5	78.6	70.4	87.3	54
	2010		74.0		73.5	*		67.5		61.5	87.5	74.0	85.4	50
	2011		66.7	*	65.1	*	*	38.1		59.1	76.0	68.1	82.0	47
4	2009		63.3	50.0	61.2	*	50.0	35.9		67.7	57.1	60.8	75.8	74
	2010		70.7		74.3	*		37.5		70.4	71.4	70.7	77.9	41
	2011		71.1		70.6	*		58.8		75.0	71.4	71.8	78.6	39
5	2009		67.5	83.3	68.8	*	75.0	50.0		80.0	56.5	69.8	82.9	53
	2010		68.0	45.5	62.7	*	40.0	57.9		75.0	53.3	64.5	86.1	62
	2011		84.2	70.0	78.9	*	70.0	72.4		81.8	80.8	81.3	89.0	48
3-5	2009		66.7	68.0	66.0	20.0	61.1	50.0		71.3	60.8	66.3	81.5	181
	2010		70.9	45.5	69.2	40.0	40.0	58.5		69.4	69.1	69.3	83.4	153
	2011		73.7	73.3	71.3	50.0	63.6	58.2		72.1	76.9	73.9	83.6	134

NUMBER TESTED IN GRADES 3-5													
2009	0	153	25	162	10	18	110	0	101	79	181	28,126	
2010	0	141	11	143	10	10	94	0	85	68	153	24,751	
2011	0	118	15	115	6	11	67	0	68	65	134	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		16	*	14			15		13	3	16	960	54
	2010		13		13	*		13		10	3	13	1,039	50
	2011		14	*	15	*	*	13		9	6	15	1,214	47
4	2009		22	6	26	*	5	25		10	18	29	2,449	74
	2010		12		9	*		10		8	4	12	1,640	41
	2011		11		10	*		7		6	4	11	1,506	39
5	2009		13	2	15	*	2	15		6	10	16	1,793	53
	2010		16	6	22	*	6	16		8	14	22	1,427	62
	2011		6	3	8	*	3	8		4	5	9	919	48
3-5	2009		51	8	55	8	7	55		29	31	61	5,202	181
	2010		41	6	44	6	6	39		26	21	47	4,106	153
	2011		31	4	33	3	4	28		19	15	35	3,639	134

NUMBER TESTED IN GRADES 3-5													
2009	0	153	25	162	10	18	110	0	101	79	181	28,126	
2010	0	141	11	143	10	10	94	0	85	68	153	24,751	
2011	0	118	15	115	6	11	67	0	68	65	134	22,181	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2009	70.1	66.9	69.4	72.9
	2010	76.4	70.6	71.0	68.3
	2011	74.8	66.9	69.1	69.1
4	2009	76.2	67.2	63.9	68.2
	2010	67.2	71.0	77.4	65.1
	2011	75.9	76.3	75.1	73.3
5	2009	71.6	73.1	74.8	65.6
	2010	76.3	71.4	70.8	67.7
	2011	84.3	78.9	81.5	78.0
3-5	2009	73.0	68.9	68.7	68.9
	2010	73.9	71.0	72.6	67.2
	2011	78.5	73.9	75.3	73.6

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009		13.2	*	10.6			12.2		7.5	28.6	13.0	34.1	54
	2010		24.0		24.5	*		17.5		23.1	25.0	24.0	37.1	50
	2011		16.7	*	20.9	*	*	0.0		13.6	24.0	19.1	33.6	47
4	2009		5.0	8.3	4.5	*	10.0	2.6		6.5	4.8	5.4	18.4	74
	2010		7.3		8.6	*		0.0		0.0	21.4	7.3	19.4	41
	2011		13.2		11.8	*		11.8		4.2	28.6	12.8	27.7	39
5	2009		5.0	0.0	4.2	*	0.0	0.0		3.3	4.3	3.8	18.5	53
	2010		12.0	18.2	11.9	*	10.0	7.9		18.8	6.7	12.9	23.6	62
	2011		18.4	10.0	18.4	*	10.0	3.4		13.6	19.2	16.7	28.1	48
3-5	2009		7.8	4.0	6.2	0.0	5.6	5.5		5.9	8.9	7.2	22.7	181
	2010		14.9	18.2	15.4	20.0	10.0	10.6		14.1	16.2	15.0	26.2	153
	2011		16.1	20.0	17.4	0.0	9.1	4.5		10.3	23.1	16.4	29.7	134

NUMBER TESTED IN GRADES 3-5													
2009	0	153	25	162	10	18	110	0	101	79	181	28,126	
2010	0	141	11	143	10	10	94	0	85	68	153	24,751	
2011	0	118	15	115	6	11	67	0	68	65	134	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		56.9	53.8	56.1		54.5	49.0		61.9	45.5	55.4	77.3	65
	2010		66.0	90.9	70.0	*	90.0	58.5		62.1	78.1	70.5	78.2	61
	2011		78.6	91.7	80.0	*	87.5	67.9		80.8	82.1	81.5	80.7	54
4	2009		50.8	75.0	52.9	0.0	70.0	30.0		67.7	44.2	53.3	79.4	75
	2010		58.5	90.9	69.6	*	90.9	42.9		60.0	72.7	65.4	81.8	52
	2011		63.2	100.0	66.7	*	100.0	60.0		63.0	78.9	68.1	82.6	47
5	2009		66.7	84.6	70.2	*	87.5	58.6		73.3	69.6	71.7	87.0	53
	2010		74.0	100.0	78.0	*	100.0	73.7		78.1	80.0	79.0	87.7	62
	2011		76.3	80.0	78.9	*	80.0	65.5		72.7	80.8	77.1	88.7	48
3-5	2009		57.0	71.1	58.7	0.0	69.0	45.0		67.0	51.1	59.1	81.0	193
	2010		66.7	93.9	72.7	30.0	93.5	61.0		67.0	77.4	72.0	82.3	175
	2011		72.9	90.0	75.4	0.0	88.5	64.6		72.0	80.8	75.8	83.9	149

	NUMBER TESTED IN GRADES 3-5											
2009	0	151	38	172	11	29	120	0	103	88	193	33,546
2010	0	141	33	165	10	31	100	0	91	84	175	34,834
2011	0	118	30	130	6	26	82	0	75	73	149	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		22	6	25		5	26		16	12	29	2,781	65
	2010		17	1	18	*	1	17		11	7	18	2,739	61
	2011		9	1	10	*	1	9		5	5	10	2,370	54
4	2009		30	3	32	6	3	28		10	24	35	2,196	75
	2010		17	1	14	*	1	12		12	6	18	2,101	52
	2011		14	0	14	*	0	10		10	4	15	2,100	47
5	2009		13	2	14	*	1	12		8	7	15	1,386	53
	2010		13	0	13	*	0	10		7	6	13	1,314	62
	2011		9	2	8	*	2	10		6	5	11	1,274	48
3-5	2009		65	11	71	11	9	66		34	43	79	6,363	193
	2010		47	2	45	7	2	39		30	19	49	6,154	175
	2011		32	3	32	6	3	29		21	14	36	5,744	149

	NUMBER TESTED IN GRADES 3-5											
2009	0	151	38	172	11	29	120	0	103	88	193	33,546
2010	0	141	33	165	10	31	100	0	91	84	175	34,834
2011	0	118	30	130	6	26	82	0	75	73	149	35,642

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2009	65.4	75.1	75.4	66.7	73.8	54.4
	2010	74.4	68.9	73.2	69.4	73.4	55.3
	2011	82.0	77.8	85.2	78.1	82.9	58.1
4	2009	74.5	68.2	62.7	67.3	58.7	62.7
	2010	76.7	71.2	70.5	65.7	69.2	62.7
	2011	75.8	82.1	71.6	71.3	76.1	69.4
5	2009	76.5	72.8	79.5	67.1	76.4	69.1
	2010	77.1	71.9	75.8	70.0	73.8	64.7
	2011	78.2	72.9	77.1	68.5	76.0	63.3
3-5	2009	72.0	71.8	71.6	67.0	68.7	61.7
	2010	76.1	70.6	73.3	68.5	72.3	60.9
	2011	78.8	77.6	78.3	72.8	78.5	63.3

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009		13.7	15.4	15.8		18.2	7.8		11.9	18.2	13.8	29.0	65
	2010		6.0	18.2	8.3	*	20.0	2.4		6.9	9.4	8.2	21.3	61
	2011		11.9	25.0	16.0	*	25.0	10.7		15.4	14.3	14.8	24.4	54
4	2009		6.6	25.0	10.3	0.0	20.0	5.0		16.1	4.7	9.3	31.6	75
	2010		12.2	27.3	15.2	*	27.3	0.0		13.3	18.2	15.4	29.1	52
	2011		15.8	62.5	26.2	*	62.5	20.0		22.2	26.3	23.4	31.3	47
5	2009		7.7	23.1	10.6	*	12.5	6.9		13.3	8.7	11.3	38.4	53
	2010		14.0	45.5	15.3	*	40.0	7.9		18.8	20.0	19.4	34.5	62
	2011		15.8	10.0	13.2	*	10.0	6.9		18.2	11.5	14.6	32.5	48
3-5	2009		9.3	21.1	12.2	0.0	17.2	6.7		13.6	9.1	11.4	32.8	193
	2010		10.6	30.3	12.7	0.0	29.0	4.0		13.2	15.5	14.3	27.9	175
	2011		14.4	30.0	18.5	0.0	30.8	12.2		18.7	16.4	17.4	29.3	149

	NUMBER TESTED IN GRADES 3-5											
2009	0	151	38	172	11	29	120	0	103	88	193	33,546
2010	0	141	33	165	10	31	100	0	91	84	175	34,834
2011	0	118	30	130	6	26	82	0	75	73	149	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		81.0	83.3	81.5	*	80.0	70.3		76.7	85.0	81.4	87.4	70
	2010		82.5		82.9	*		62.5		84.6	78.6	82.5	89.8	40
	2011		81.1	*	82.4	*		66.7		80.0	85.7	82.1	86.9	39

	NUMBER TESTED IN GRADE 4											
2009	0	58	12	65	2	10	37	0	30	40	70	10,032
2010	0	40	0	35	1	0	16	0	26	14	40	7,294
2011	0	37	1	34	1	0	18	0	25	14	39	6,935

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		11	2	12	*	2	11		7	6	13	1,264	70
	2010		7		6	*		6		4	3	7	744	40
	2011		7	*	6	*		6		5	2	7	908	39

	NUMBER TESTED IN GRADE 4											
2009	0	58	12	65	2	10	37	0	30	40	70	10,032
2010	0	40	0	35	1	0	16	0	26	14	40	7,294
2011	0	37	1	34	1	0	18	0	25	14	39	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	77.5	70.4	75.7	87.5
	2010	2.2	75.0	66.3	74.7	78.1
	2011	2.0	79.5	73.7	76.0	83.0

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		13.8	8.3	13.8	*	10.0	5.4		10.0	15.0	12.9	21.0	70
	2010		10.0		11.4	*		0.0		7.7	14.3	10.0	23.8	40
	2011		5.4	*	5.9	*		0.0		4.0	7.1	5.1	22.4	39

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	58	12	65	2	10	37	0	30	40	70	10,032	
2010	0	40	0	35	1	0	16	0	26	14	40	7,294	
2011	0	37	1	34	1	0	18	0	25	14	39	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		56.4	75.0	57.4	*	62.5	34.5		62.1	54.2	58.5	75.9	53
	2010		62.7	72.7	63.3	*	70.0	53.8		69.7	60.0	65.1	81.4	63
	2011		77.8	72.7	80.5	*	72.7	66.7	*	82.6	73.1	77.6	80.9	49

	NUMBER TESTED IN GRADE 5											
2009	0	39	12	47	5	8	29	0	29	24	53	10,550
2010	0	51	11	60	5	10	39	0	33	30	63	10,576
2011	0	36	11	41	2	11	27	1	23	26	49	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		17	3	20	*	3	19		11	11	22	2,542	53
	2010		19	3	22	*	3	18		10	12	22	1,965	63
	2011		8	3	8	*	3	9	*	4	7	11	1,942	49

NUMBER TESTED IN GRADE 5													
2009	0	39	12	47	5	8	29	0	29	24	53	10,550	
2010	0	51	11	60	5	10	39	0	33	30	63	10,576	
2011	0	36	11	41	2	11	27	1	23	26	49	10,176	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	80.6	80.9	82.8	57.2
	2010	75.1	79.4	85.4	61.0
	2011	76.5	81.2	83.0	72.1

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		10.3	0.0	8.5	*	0.0	0.0		6.9	8.3	7.5	29.1	53
	2010		15.7	27.3	15.0	*	20.0	5.1		24.2	10.0	17.5	32.8	63
	2011		22.2	9.1	19.5	*	9.1	3.7	*	13.0	23.1	18.4	34.0	49

	NUMBER TESTED IN GRADES 5											
2009	0	39	12	47	5	8	29	0	29	24	53	10,550
2010	0	51	11	60	5	10	39	0	33	30	63	10,576
2011	0	36	11	41	2	11	27	1	23	26	49	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			84.6	84.6		83.3	84.6		*	77.8	84.6	89.4	13
	2010			100.0	100.0		100.0	*		*	100.0	100.0	84.5	11
	2011			62.5	62.5		62.5	62.5		*	*	62.5	87.2	8
4	2009												72.7	0
	2010			90.9	90.9		90.9	*		*	87.5	90.9	84.4	11
	2011			100.0	100.0		100.0	100.0		*	*	100.0	85.0	8
ALL	2009			84.6	84.6		83.3	84.6		*	77.8	84.6	—	13
	2010			95.5	95.5		95.2	83.3		100.0	93.8	95.5	—	22
	2011			81.3	81.3		81.3	81.3		85.7	77.8	81.3	—	16

NUMBER TESTED IN GRADES ALL													
2009	0	0	13	13	0	12	13	0	4	9	13	—	
2010	0	0	22	22	0	21	6	0	6	16	22	—	
2011	0	0	16	16	0	16	16	0	7	9	16	—	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009			2	2		2	2		*	2	2	514	13
	2010			0	0		0	*		*	0	0	863	11
	2011			3	3		3	3		*	*	3	710	8
4	2009												268	0
	2010			1	1		1	*		*	1	1	651	11
	2011			0	0		0	0		*	*	0	755	8
ALL	2009			2	2		2	2		*	2	2	—	13
	2010			1	1		1	1		0	1	1	—	22
	2011			3	3		3	3		1	2	3	—	16

NUMBER TESTED IN GRADES ALL													
2009	0	0	13	13	0	12	13	0	4	9	13	—	
2010	0	0	22	22	0	21	6	0	6	16	22	—	
2011	0	0	16	16	0	16	16	0	7	9	16	—	

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	76.9	78.0	75.6	72.1
	2010	83.6	88.3	89.4	81.8
	2011	70.0	66.1	72.9	71.9
4	2009				
	2010	76.4	86.4	75.3	76.4
	2011	84.2	75.0	85.7	88.8
ALL	2009	76.9	78.0	75.6	72.1
	2010	80.0	87.3	82.4	79.1
	2011	77.1	70.5	79.3	80.3

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009			23.1	23.1		25.0	23.1		*	33.3	23.1	30.6	13
	2010			54.5	54.5		60.0	*		*	62.5	54.5	39.6	11
	2011			25.0	25.0		25.0	25.0		*	*	25.0	43.5	8
4	2009												21.1	0
	2010			27.3	27.3		27.3	*		*	25.0	27.3	34.4	11
	2011			50.0	50.0		50.0	50.0		*	*	50.0	38.5	8
ALL	2009			23.1	23.1		25.0	23.1		*	33.3	23.1	—	13
	2010			40.9	40.9		42.9	16.7		33.3	43.8	40.9	—	22
	2011			37.5	37.5		37.5	37.5		42.9	33.3	37.5	—	16

NUMBER TESTED IN ALL GRADES													
2009	0	0	13	13	0	12	13	0	4	9	13	—	
2010	0	0	22	22	0	21	6	0	6	16	22	—	
2011	0	0	16	16	0	16	16	0	7	9	16	—	

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			90.9	90.9		90.9	*		*	87.5	90.9	93.7	11
	2011			100.0	100.0		100.0	100.0		*	100.0	100.0	93.2	11

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	11	11	0	11	5	0	3	8	11	4,216	
2011	0	0	11	11	0	10	10	0	3	8	11	5,054	

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	Spec Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009												127	0
	2010			1	1		1	*		*	1	1	266	11
	2011			0	0		0	0		*	0	0	346	11

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	11	11	0	11	5	0	3	8	11		4,216
2011	0	0	11	11	0	10	10	0	3	8	11		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	2.7	84.1	86.4	89.8	92.0
	2011	2.8	86.4	90.9	92.0	83.0

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			54.5	54.5		54.5	*		*	62.5	54.5	30.4	11
	2011			63.6	63.6		60.0	60.0		*	50.0	63.6	27.7	11

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	11	11	0	11	5	0	3	8	11	4,216	
2011	0	0	11	11	0	10	10	0	3	8	11	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		*		*	*		*			*	*	81.1	3
	2011		*	*	*	*	*	*		*	*	*	81.7	5
4	2009		66.7		66.7	66.7		*		*	*	66.7	71.8	6
	2010		*		*	*		*		*		*	75.8	1
	2011		66.7		66.7	66.7		66.7		*	*	66.7	76.6	6
5	2009		*		*	*		*		*		*	80.3	1
	2010		*		*	*		*		*	*	*	93.9	4
	2011												95.1	0
3-5	2009		66.7		66.7	66.7		71.4		50.0	*	66.7	79.2	9
	2010		87.5		87.5	87.5		*		*	*	87.5	84.8	8
	2011		60.0	*	54.5	54.5	*	50.0		33.3	*	54.5	84.8	11

	NUMBER TESTED IN GRADES 3-5											
2009	0	9	0	9	9	0	7	0	6	3	9	1,867
2010	0	8	0	8	8	0	5	0	3	5	8	1,749
2011	0	10	1	11	11	1	10	0	6	5	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		*		*	*		*			*	*	96	3
	2011		*	*	*	*	*	*		*	*	*	69	5
4	2009		2		2	2		*		*	*	2	192	6
	2010		*		*	*		*		*		*	126	1
	2011		2		2	2		2		*	*	2	123	6
5	2009		*		*	*		*		*		*	137	1
	2010		*		*	*		*		*	*	*	44	4
	2011												26	0
3-5	2009		3		3	3		2		3	*	3	389	9
	2010		1		1	1		*		*	*	1	266	8
	2011		4	*	5	5	*	5		4	*	5	218	11

	NUMBER TESTED IN GRADES 3-5											
2009	0	9	0	9	9	0	7	0	6	3	9	1,867
2010	0	8	0	8	8	0	5	0	3	5	8	1,749
2011	0	10	1	11	11	1	10	0	6	5	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	*	*	*	*
	2011	*	*	*	*
4	2009	65.3	50.0	52.8	47.9
	2010	*	*	*	*
	2011	65.3	55.6	33.3	47.9
5	2009	*	*	*	*
	2010	*	*	*	*
	2011				
3-5	2009	63.7	64.8	55.6	50.1
	2010	62.5	60.4	47.9	55.4
	2011	57.3	48.5	40.0	39.8

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		*		*	*		*		*		*	16.2	2
	2010		*		*	*		*			*	*	19.1	3
	2011		*	*	*	*	*	*		*	*	*	20.9	5
4	2009		16.7		16.7	16.7		*		*	*	16.7	8.9	6
	2010		*		*	*		*		*		*	15.2	1
	2011		0.0		0.0	0.0		0.0		*	*	0.0	13.7	6
5	2009		*		*	*		*		*		*	14.1	1
	2010		*		*	*		*		*	*	*	15.4	4
	2011												16.5	0
3-5	2009		11.1		11.1	11.1		14.3		0.0	*	11.1	12.7	9
	2010		0.0		0.0	0.0		*		*	*	0.0	16.4	8
	2011		0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	16.6	11

	NUMBER TESTED IN GRADES 3-5											
2009	0	9	0	9	9	0	7	0	6	3	9	1,867
2010	0	8	0	8	8	0	5	0	3	5	8	1,749
2011	0	10	1	11	11	1	10	0	6	5	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		*		*	*		*			*	*	78.3	3
	2011		*	*	*	*	*	*		*	*	*	82.7	5
4	2009		*		*	*		*		*	*	*	75.8	5
	2010		*		*	*		*		*		*	80.6	1
	2011		83.3		83.3	83.3		83.3		*	*	83.3	80.2	6
5	2009		*		*	*		*		*		*	80.2	1
	2010		*		*	*		*		*	*	*	86.4	3
	2011												88.1	0
3-5	2009		50.0		50.0	50.0		50.0		33.3	*	50.0	78.8	8
	2010		42.9		42.9	42.9		*		*	*	42.9	82.4	7
	2011		80.0	*	81.8	81.8	*	90.0		100.0	*	81.8	83.8	11

	NUMBER TESTED IN GRADES 3-5											
2009	0	8	0	8	8	0	6	0	6	2	8	1,743
2010	0	7	0	7	7	0	4	0	3	4	7	1,615
2011	0	10	1	11	11	1	10	0	6	5	11	1,379

Shaded cells indicate percentages below 65 percent, the 2010-11 AEIS minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009		*		*	*		*		*		*	85	2
	2010		*		*	*		*			*	*	102	3
	2011		*	*	*	*	*	*		*	*	*	63	5
4	2009		*		*	*		*		*	*	*	157	5
	2010		*		*	*		*		*		*	92	1
	2011		1		1	1		1		*	*	1	101	6
5	2009		*		*	*		*		*		*	127	1
	2010		*		*	*		*		*	*	*	91	3
	2011												60	0
3-5	2009		4		4	4		3		4	*	4	369	8
	2010		4		4	4		*		*	*	4	285	7
	2011		2	*	2	2	*	1		0	*	2	224	11

	NUMBER TESTED IN GRADES 3-5											
2009	0	8	0	8	8	0	6	0	6	2	8	1,743
2010	0	7	0	7	7	0	4	0	3	4	7	1,615
2011	0	10	1	11	11	1	10	0	6	5	11	1,379

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2009	*	*	*	*	*	*
	2010	*	*	*	*	*	*
	2011	*	*	*	*	*	*
4	2009	*	*	*	*	*	*
	2010	*	*	*	*	*	*
	2011	75.9	72.2	30.0	36.7	33.3	44.4
5	2009	*	*	*	*	*	*
	2010	*	*	*	*	*	*
	2011						
3-5	2009	58.7	31.3	50.0	35.4	37.5	51.7
	2010	54.6	44.8	46.2	46.2	66.7	50.0
	2011	71.0	64.8	50.9	40.0	33.3	43.9

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009		*		*	*		*		*		*	22.3	2
	2010		*		*	*		*			*	*	13.4	3
	2011		*	*	*	*	*	*		*	*	*	20.6	5
4	2009		*		*	*		*		*	*	*	14.0	5
	2010		*		*	*		*		*		*	20.2	1
	2011		0.0		0.0	0.0		0.0		*	*	0.0	25.3	6
5	2009		*		*	*		*		*		*	17.2	1
	2010		*		*	*		*		*	*	*	18.9	3
	2011												20.0	0
3-5	2009		0.0		0.0	0.0		0.0		0.0	*	0.0	17.3	8
	2010		0.0		0.0	0.0		*		*	*	0.0	17.7	7
	2011		0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	22.1	11

	NUMBER TESTED IN GRADES 3-5											
2009	0	8	0	8	8	0	6	0	6	2	8	1,743
2010	0	7	0	7	7	0	4	0	3	4	7	1,615
2011	0	10	1	11	11	1	10	0	6	5	11	1,379

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009		0.0		0.0	0.0		0.0		*	*	0.0	0.0	7
	2010		*		*	*		*		*		*	73.4	1
	2011		83.3		83.3	83.3		83.3		*	*	83.3	73.5	6

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	7	0	7	7	0	6	0	2	5	7	694	
2010	0	1	0	1	1	0	1	0	1	0	1	531	
2011	0	6	0	6	6	0	6	0	3	3	6	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		7		7	7		6		*	*	7	694	7
	2010		*		*	*		*		*		*	141	1
	2011		1		1	1		1		*	*	1	134	6

NUMBER TESTED IN GRADE 4													
2009	0	7	0	7	7	0	6	0	2	5	7	694	
2010	0	1	0	1	1	0	1	0	1	0	1	531	
2011	0	6	0	6	6	0	6	0	3	3	6	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	1.1	66.7	49.0	59.2	51.0
	2010	*	*	*	*	*
	2011	0.7	55.6	69.0	45.2	47.6

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		*		*	*		*		*		*	7.9	1
	2011		0.0		0.0	0.0		0.0		*	*	0.0	6.3	6

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	7	0	7	7	0	6	0	2	5	7	694	
2010	0	1	0	1	1	0	1	0	1	0	1	531	
2011	0	6	0	6	6	0	6	0	3	3	6	506	

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

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the ITBS

Grade	Year	READING TOTAL (**READING PROFILE TOTAL)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009				54.4	0
	2010	83.3	92.3	89.5	61.2	38
	2011	65.4	90.0	80.0	63.3	55
1	2009	17.5	86.7	36.4	54.2	55
	2010	53.8	87.5	72.4	55.2	29
	2011	36.4	74.1	57.1	58.1	49
2	2009	14.3	53.3	24.6	47.9	57
	2010	51.7	91.7	63.4	48.6	41
	2011	38.5	64.3	47.5	50.7	40
5	2009					0
	2010					0
	2011	14.3	47.1	32.3	36.2	31
1-5	2009	15.9	70.0	30.4	51.0	112
	2010	52.4	89.3	67.1	51.9	70
	2011	32.3	63.8	47.5	47.2	120

Number Tested	2009	82	30	112	15,925	
	2010	54	54	108	20,252	
	2011	88	88	175	29,763	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009	54.5	50.0	51.9	52.8	52
	2010	40.0	68.0	54.0	51.2	50
	2011	51.4	64.5	58.5	56.8	65
1	2009	35.7	56.3	41.4	50.4	58
	2010	50.0	88.2	65.1	48.8	43
	2011	36.7	66.7	50.9	53.1	57
2	2009	17.4	60.0	27.9	53.2	61
	2010	78.3	78.6	78.3	54.6	60
	2011	52.8	71.4	58.0	56.8	50
5	2009					0
	2010					0
	2011	8.7	29.4	17.5	44.8	40
K-5	2009	31.8	54.1	39.8	52.3	171
	2010	60.8	76.8	66.7	51.5	153
	2011	40.3	59.6	48.6	53.3	212

Number Tested	2009	110	61	171	30,563	
	2010	97	56	153	40,163	
	2011	124	89	212	51,019	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K**	2009												54.4	0
	2010		89.5		90.6			83.3		94.1	85.7	89.5	61.2	38
	2011	*	78.0	*	80.9		*	65.4		80.0	80.0	80.0	63.3	55
1	2009		36.4		34.0	*		17.5		26.9	44.8	36.4	54.2	55
	2010		71.4	*	74.1	*		53.8		73.7	70.0	72.4	55.2	29
	2011		58.7	*	56.8	*		36.4		53.6	61.9	57.1	58.1	49
2	2009		25.0	*	24.5	16.7	*	14.3		17.9	31.0	24.6	47.9	57
	2010		66.7	*	61.5		*	51.7		72.2	56.5	63.4	48.6	41
	2011		51.4	*	48.7	*	*	38.5		48.1	46.2	47.5	50.7	40
1-2	2009		30.6	*	29.1	25.0	*	15.9		22.2	37.9	30.4	51.0	112
	2010		68.7	*	66.7	*	*	52.4		73.0	60.6	67.1	51.9	70
	2011		55.4	*	53.0	42.9	*	37.5		50.9	55.9	52.8	54.4	89
5	2009													0
	2010													0
	2011		30.0		39.1	*		14.3		41.2	21.4	32.3	36.2	31
1-5	2009		30.6	*	29.1	25.0	*	15.9		22.2	37.9	30.4	51.0	112
	2010		68.7	*	66.7	*	*	52.4		73.0	60.6	67.1	51.9	70
	2011		48.7	*	50.0	37.5	*	32.3		48.6	45.8	47.5	47.2	120

Number Tested	2009	0	111	1	103	8	1	82	0	54	58	112	14,637
	2010	0	67	3	66	1	2	42	0	37	33	70	13,990
	2011	0	113	5	106	8	1	62	0	72	48	120	23,002

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K**	2009												304	0
	2010		13		11			1		5	8	13	1,717	38
	2011	*	18	*	15		*	8		9	10	19	2,106	55
1	2009		4		4	*		0		1	3	4	1,659	55
	2010		7	*	6	*		1		3	4	7	1,729	29
	2011		8	*	8	*		0		4	5	9	1,963	49
2	2009		3	*	3	0	*	1		2	1	3	1,027	57
	2010		7	*	6		*	2		2	5	7	954	41
	2011		3	*	3	*	*	0		1	2	3	1,020	40
1-2	2009		7	*	7	0	*	1		3	4	7	2,688	112
	2010		14	*	12	*	*	3		5	9	14	2,683	70
	2011		11	*	11	0	*	0		5	7	12	2,983	89
5	2009													0
	2010													0
	2011		0		0	*		0		0	0	0	701	31
1-5	2009		7	*	7	0	*	1		3	4	7	2,688	112
	2010		14	*	12	*	*	3		5	9	14	2,683	70
	2011		11	*	11	0	*	0		5	7	12	3,694	120

Number Tested	2009	0	111	1	103	8	1	82	0	54	58	112	14,637
	2010	0	67	3	66	1	2	42	0	37	33	70	13,990
	2011	0	113	5	106	8	1	62	0	72	48	120	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		42.9	90.0	56.5	*	87.5	54.5		44.8	60.9	51.9	52.8	52
	2010		59.5	38.5	55.6		45.5	40.0		33.3	69.0	54.0	51.2	50
	2011	*	55.8	72.7	59.6		75.0	51.4		58.3	58.5	58.5	56.8	65
1	2009		41.4		37.7	16.7		35.7		41.4	41.4	41.4	50.4	58
	2010		63.6	70.0	65.9	*	57.1	50.0		61.5	70.6	65.1	48.8	43
	2011		52.1	50.0	53.8	*	57.1	36.7		45.2	57.7	50.9	53.1	57
2	2009		28.3	*	28.1	10.0	*	17.4		20.0	35.5	27.9	53.2	61
	2010		81.8	68.8	78.9	*	71.4	78.3		72.4	83.9	78.3	54.6	60
	2011		59.5	53.8	60.4	*	54.5	52.8	*	57.6	58.8	58.0	56.8	50
K-2	2009		36.9	81.8	39.7	16.7	77.8	31.8		35.2	44.6	39.8	52.3	171
	2010		69.3	59.0	67.8	11.1	59.4	60.8		57.9	75.3	66.7	51.5	153
	2011	*	55.5	59.4	58.0	0.0	61.5	47.5	*	53.4	58.3	55.8	55.6	172
5	2009													0
	2010													0
	2011		17.2	20.0	19.4	*	25.0	8.7		27.8	9.1	17.5	44.8	40
K-5	2009		36.9	81.8	39.7	16.7	77.8	31.8		35.2	44.6	39.8	52.3	171
	2010		69.3	59.0	67.8	11.1	59.4	60.8		57.9	75.3	66.7	51.5	153
	2011	*	48.8	50.0	51.6	0.0	52.9	40.3	*	49.1	48.1	48.6	53.3	212

Number Tested	2009	0	160	11	156	18	9	110	0	88	83	171	30,563
	2010	0	114	39	143	9	32	97	0	76	77	153	40,163
	2011	1	166	42	188	9	34	124	1	106	106	212	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		4	7	11	*	5	7		4	7	11	2,455	52
	2010		4	1	4		1	4		1	4	5	2,358	50
	2011	*	12	4	15		2	6		7	9	16	2,815	65
1	2009		4		4	0		2		3	1	4	1,577	58
	2010		9	1	9	*	1	3		7	3	10	2,266	43
	2011		8	2	10	*	1	2		2	8	10	2,716	57
2	2009		1	*	1	0	*	1		0	1	1	1,686	61
	2010		17	2	18	*	1	13		8	11	19	2,484	60
	2011		10	0	10	*	0	4	*	7	3	10	2,746	50
K-2	2009		9	7	16	1	5	10		7	9	16	5,718	171
	2010		30	4	31	1	3	20		16	18	34	7,108	153
	2011	*	30	6	35	0	3	12	*	16	20	36	8,277	172
5	2009													0
	2010													0
	2011		2	0	2	*	0	0		1	1	2	1,395	40
K-5	2009		9	7	16	1	5	10		7	9	16	5,718	171
	2010		30	4	31	1	3	20		16	18	34	7,108	153
	2011	*	32	6	37	0	3	12	*	17	21	38	9,696	212

Number Tested	2009	0	160	11	156	18	9	110	0	88	83	171	30,563
	2010	0	114	39	143	9	32	97	0	76	77	153	40,163
	2011	1	166	42	188	9	34	124	1	106	106	212	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		66.7	70.0	66.1	*	77.8	59.2		62.5	71.9	67.2	66.0	64
	2010		82.1	70.0	80.6	*	57.1	68.2		72.7	87.5	78.9	63.5	38
	2011		59.6	75.0	62.7	*	71.4	48.3		56.7	65.4	60.7	66.7	56
2	2009		33.9	80.0	43.9	16.7	78.6	38.2		28.1	56.4	43.7	60.9	71
	2010		65.0	62.5	63.0	*	64.3	62.8		57.7	70.0	64.3	61.4	56
	2011		75.7	69.2	75.0	*	72.7	66.7	*	72.7	76.5	74.0	62.0	50
1-2	2009		50.0	76.0	54.4	37.5	78.3	48.1		45.3	63.4	54.8	63.5	135
	2010		72.1	65.4	70.0	*	61.9	64.6		64.6	76.1	70.2	62.5	94
	2011		66.7	71.4	68.7	14.3	72.2	58.5	*	65.1	69.8	67.0	64.4	106
5	2009													0
	2010													0
	2011		17.2	60.0	29.0	*	62.5	26.1		27.8	27.3	27.5	48.6	40
1-5	2009		50.0	76.0	54.4	37.5	78.3	48.1		45.3	63.4	54.8	63.5	135
	2010		72.1	65.4	70.0	*	61.9	64.6		64.6	76.1	70.2	62.5	94
	2011		54.0	67.7	59.2	12.5	69.2	50.0	*	56.8	55.4	56.2	59.7	146

Number Tested	2009	0	110	25	125	8	23	104	0	64	71	135	27,480
	2010	0	68	26	90	2	21	65	0	48	46	94	26,937
	2011	0	113	31	130	8	26	88	1	81	65	146	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		13	2	13	*	2	8		10	5	15	4,597	64
	2010		13	4	16	*	3	7		11	6	17	4,129	38
	2011		10	2	12	*	1	4		5	7	12	4,427	56
2	2009		2	8	9	0	7	8		4	6	10	3,822	71
	2010		9	2	11	*	1	7		4	7	11	3,776	56
	2011		16	2	18	*	1	10	*	12	6	18	3,810	50
1-2	2009		15	10	22	2	9	16		14	11	25	8,419	135
	2010		22	6	27	*	4	14		15	13	28	7,905	94
	2011		26	4	30	0	2	14	*	17	13	30	8,237	106
5	2009													0
	2010													0
	2011		1	0	1	*	0	0		1	0	1	1,416	40
1-5	2009		15	10	22	2	9	16		14	11	25	8,419	135
	2010		22	6	27	*	4	14		15	13	28	7,905	94
	2011		27	4	31	0	2	14	*	18	13	31	9,660	146

Number Tested	2009	0	110	25	125	8	23	104	0	64	71	135	27,480
	2010	0	68	26	90	2	21	65	0	48	46	94	26,937
	2011	0	113	31	130	8	26	88	1	81	65	146	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			90.0	90.0		87.5	90.0		*	100.0	90.0	88.6	10
	2010			100.0	100.0		100.0	100.0		*	100.0	100.0	89.3	13
	2011			85.7	87.5		85.7	87.5		*	*	87.5	90.9	8
1	2009			90.0	90.0		88.9	90.0		83.3	*	90.0	88.6	10
	2010			88.9	88.9		85.7	88.9		*	83.3	88.9	89.1	9
	2011		*	100.0	100.0		100.0	100.0		*	*	100.0	89.4	7
2	2009			100.0	100.0		100.0	100.0		*	100.0	100.0	94.0	14
	2010			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	93.8	15
	2011			100.0	100.0		100.0	100.0	*	100.0	*	100.0	94.9	10
K-2	2009			94.1	93.9		93.3	93.9		85.7	100.0	94.1	90.4	34
	2010			97.3	97.3	*	96.8	97.2		100.0	95.2	97.3	90.7	37
	2011		*	95.7	95.8		95.8	96.0	*	100.0	92.9	96.0	91.7	25
5	2009													0
	2010													0
	2011			100.0	100.0		100.0	100.0		*	100.0	100.0	93.5	11
K-5	2009			94.1	93.9		93.3	93.9		85.7	100.0	94.1	90.4	34
	2010			97.3	97.3	*	96.8	97.2		100.0	95.2	97.3	90.7	37
	2011		*	97.1	97.0		97.0	97.2	*	100.0	95.5	97.2	91.9	36

Number Tested	2009	0	0	34	33	0	30	33	0	14	20	34	19,076
	2010	0	0	37	37	1	31	36	0	16	21	37	19,041
	2011	0	1	34	33	0	33	36	1	14	22	36	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			1	1		1	1		*	1	1	3,525	10
	2010			9	9		9	9		*	7	9	3,523	13
	2011			6	7		6	7		*	*	7	3,964	8
1	2009			1	1		1	1		1	*	1	2,523	10
	2010			5	5		4	5		*	4	5	2,529	9
	2011		*	2	3		3	3		*	*	3	2,459	7
2	2009			13	12		12	12		*	9	13	2,909	14
	2010			4	4	*	3	3		1	3	4	3,040	15
	2011			6	5		6	6	*	4	*	6	3,227	10
K-2	2009			15	14		14	14		5	10	15	8,957	34
	2010			18	18	*	16	17		4	14	18	9,092	37
	2011		*	14	15		15	16	*	9	7	16	9,650	25
5	2009													0
	2010													0
	2011			5	4		4	5		*	4	5	856	11
K-5	2009			15	14		14	14		5	10	15	8,957	34
	2010			18	18	*	16	17		4	14	18	9,092	37
	2011		*	19	19		19	21	*	10	11	21	10,519	36

Number Tested	2009	0	0	34	33	0	30	33	0	14	20	34	19,076
	2010	0	0	37	37	1	31	36	0	16	21	37	19,041
	2011	0	1	34	33	0	33	36	1	14	22	36	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	-	4	100.0	4	100.0
5	0	-	1	0.0	0	-	1	0.0
ALL	0	-	1	0.0	4	100.0	5	80.0

PERFORMANCE IN 2011

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2011 Level	N	%	N	%	N	%	N	%	N	%
KN (7)	Beginning	6	85.7	6	85.7	6	85.7	7	100.0	7	100.0
	Intermediate	1	14.3	1	14.3	1	14.3	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 (7)	Beginning	0	0.0	0	0.0	1	14.3	2	28.6	2	28.6
	Intermediate	7	100.0	7	100.0	6	85.7	5	71.4	5	71.4
	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
2 (12)	Beginning	3	25.0	6	50.0	11	91.7	0	0.0	0	0.0
	Intermediate	8	66.7	5	41.7	1	8.3	5	45.5	5	45.5
	Advanced	1	8.3	1	8.3	0	0.0	4	36.4	6	54.5
	Advanced High	0	0.0	0	0.0	0	0.0	2	18.2	0	0.0
3 (9)	Beginning	0	0.0	0	0.0	3	33.3	0	0.0	0	0.0
	Intermediate	4	44.4	2	22.2	5	55.6	4	44.4	4	44.4
	Advanced	4	44.4	4	44.4	0	0.0	4	44.4	4	44.4
	Advanced High	1	11.1	3	33.3	1	11.1	1	11.1	1	11.1
4 (10)	Beginning	0	0.0	0	0.0	1	11.1	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	3	33.3	1	11.1	1	11.1
	Advanced	5	50.0	5	50.0	5	55.6	2	22.2	2	22.2
	Advanced High	5	50.0	5	50.0	0	0.0	6	66.7	6	66.7

PROGRESSION FROM
2010 TO 2011

Number Rated Both Years		2010 Level			
N (%) Progressed	2011 Level	Beg	Int	Adv	Adv High
— <hr/> —	Beginning	—			
	Intermediate	—	—		
	Advanced	—	—	—	
	Advanced High	—	—	—	
7 <hr/> 5 (71.4%)	Beginning	2			
	Intermediate	5	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
9 <hr/> 8 (88.9%)	Beginning	0			
	Intermediate	4	0		
	Advanced	1	3	1	
	Advanced High	0	0	0	
9 <hr/> 4 (44.4%)	Beginning	0			
	Intermediate	0	4		
	Advanced	0	3	1	
	Advanced High	0	0	1	
9 <hr/> 6 (66.7%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	2	
	Advanced High	0	0	6	

PERFORMANCE IN 2011

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2011 Level	N	%	N	%	N	%	N	%	N	%
5 (11)	Beginning	1	9.1	1	9.1	2	18.2	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	4	36.4	1	9.1	1	9.1
	Advanced	0	0.0	10	90.9	3	27.3	1	9.1	2	18.2
	Advanced High	10	90.9	0	0.0	2	18.2	9	81.8	8	72.7
ALL (56)	Beginning	10	17.9	13	23.2	24	43.6	9	16.7	9	16.7
	Intermediate	20	35.7	15	26.8	20	36.4	16	29.6	16	29.6
	Advanced	10	17.9	20	35.7	8	14.5	11	20.4	14	25.9
	Advanced High	16	28.6	8	14.3	3	5.5	18	33.3	15	27.8

PROGRESSION FROM
2010 TO 2011

Number Rated Both Years		2010 Level			
N (%) Progressed	2011 Level	Beg	Int	Adv	Adv High
<div>9</div> <div>8 (88.9%)</div>	Beginning	0			
	Intermediate	0	0		
	Advanced	0	1	1	
	Advanced High	0	1	6	
<div>43</div> <div>31 (72.1%)</div>	Beginning	2			
	Intermediate	9	5		
	Advanced	1	7	5	
	Advanced High	0	1	13	

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