

DATA PACKET

for 2011-12 planning

School Number 213

T. G. TERRY



**Dallas
Independent
School
District**

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

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2010-11 SCHOOL SUMMARY

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

ENROLLMENT

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

ATTENDANCE

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

TEACHERS

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

TAKS and TAKS-Modified

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

SCE COMPLIANCE and ITBS / ITED / LOGRAMOS

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

TELPAS

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

STUDENT ENROLLMENT

Grade	Enrollment
PK	44
KN	62
1	73
2	60
3	50
4	65
5	43
ALL	397

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	131	33.0	17	60.7
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	261	65.7	8	28.6
White	5	1.3	2	7.1
Multiple	0	0.0	1	3.6
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	271	68.3
Economically disadvantaged	380	95.7
Limited English proficient (LEP)	173	43.6
Special education	14	3.5
Talented and Gifted (TAG)	8	2.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2009	42	18	42.9	0	0.0	0	0.0	24	57.1	0	0.0	—	—
	2010	43	15	34.9	0	0.0	0	0.0	28	65.1	0	0.0	—	—
	2011	44	13	29.5	0	0.0	0	0.0	31	70.5	0	0.0	0	0.0
KN	2009	59	23	39.0	0	0.0	0	0.0	36	61.0	0	0.0	—	—
	2010	70	25	35.7	0	0.0	0	0.0	44	62.9	1	1.4	—	—
	2011	62	16	25.8	0	0.0	0	0.0	43	69.4	3	4.8	0	0.0
1	2009	56	21	37.5	0	0.0	0	0.0	35	62.5	0	0.0	—	—
	2010	57	22	38.6	0	0.0	0	0.0	35	61.4	0	0.0	—	—
	2011	73	29	39.7	0	0.0	0	0.0	44	60.3	0	0.0	0	0.0
2	2009	69	28	40.6	0	0.0	0	0.0	40	58.0	1	1.4	—	—
	2010	59	22	37.3	0	0.0	0	0.0	37	62.7	0	0.0	—	—
	2011	60	18	30.0	0	0.0	0	0.0	41	68.3	1	1.7	0	0.0
3	2009	61	27	44.3	0	0.0	0	0.0	33	54.1	1	1.6	—	—
	2010	67	23	34.3	0	0.0	0	0.0	44	65.7	0	0.0	—	—
	2011	50	14	28.0	0	0.0	0	0.0	36	72.0	0	0.0	0	0.0
4	2009	67	28	41.8	0	0.0	0	0.0	39	58.2	0	0.0	—	—
	2010	54	22	40.7	0	0.0	0	0.0	30	55.6	2	3.7	—	—
	2011	65	24	36.9	0	0.0	0	0.0	41	63.1	0	0.0	0	0.0
5	2009	49	23	46.9	0	0.0	0	0.0	25	51.0	1	2.0	—	—
	2010	74	29	39.2	0	0.0	0	0.0	45	60.8	0	0.0	—	—
	2011	43	17	39.5	0	0.0	0	0.0	25	58.1	1	2.3	0	0.0
PK-5	2009	403	168	41.7	0	0.0	0	0.0	232	57.6	3	0.7	—	—
	2010	424	158	37.3	0	0.0	0	0.0	263	62.0	3	0.7	—	—
	2011	397	131	33.0	0	0.0	0	0.0	261	65.7	5	1.3	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	42	42	100.0	21	50.0	0	0.0	20	47.6	0	0.0	42	100.0	0.0
	2010	43	42	97.7	20	46.5	0	0.0	19	44.2	0	0.0	43	100.0	0.0
	2011	44	43	97.7	20	45.5	0	0.0	20	45.5	0	0.0	44	100.0	0.0
KN	2009	59	57	96.6	26	44.1	1	1.7	37	62.7	0	0.0	23	39.0	3.4
	2010	70	68	97.1	34	48.6	0	0.0	48	68.6	0	0.0	27	38.6	7.1
	2011	62	56	90.3	30	48.4	2	3.2	44	71.0	0	0.0	23	37.1	4.8
1	2009	56	55	98.2	25	44.6	2	3.6	30	53.6	4	7.1	4	7.1	1.8
	2010	57	56	98.2	22	38.6	3	5.3	35	61.4	0	0.0	4	7.0	1.8
	2011	73	71	97.3	31	42.5	0	0.0	51	69.9	1	1.4	9	12.3	2.7
2	2009	69	68	98.6	27	39.1	1	1.4	46	66.7	3	4.3	8	11.6	4.3
	2010	59	57	96.6	25	42.4	1	1.7	50	84.7	5	8.5	4	6.8	3.4
	2011	60	59	98.3	26	43.3	3	5.0	49	81.7	0	0.0	5	8.3	3.3
3	2009	61	57	93.4	20	32.8	5	8.2	48	78.7	0	0.0	4	6.6	8.2
	2010	67	62	92.5	33	49.3	2	3.0	56	83.6	4	6.0	2	3.0	3.0
	2011	50	48	96.0	23	46.0	1	2.0	39	78.0	3	6.0	4	8.0	0.0
4	2009	67	62	92.5	17	25.4	9	13.4	34	50.7	3	4.5	4	6.0	0.0
	2010	54	53	98.1	18	33.3	6	11.1	27	50.0	0	0.0	4	7.4	0.0
	2011	65	61	93.8	27	41.5	3	4.6	41	63.1	4	6.2	5	7.7	0.0
5	2009	49	43	87.8	10	20.4	3	6.1	24	49.0	10	20.4	2	4.1	2.0
	2010	74	70	94.6	18	24.3	9	12.2	45	60.8	2	2.7	7	9.5	1.4
	2011	43	42	97.7	16	37.2	5	11.6	27	62.8	0	0.0	3	7.0	0.0
PK-5	2009	403	384	95.3	146	36.2	21	5.2	239	59.3	20	5.0	87	21.6	3.0
	2010	424	408	96.2	170	40.1	21	5.0	280	66.0	11	2.6	91	21.5	2.6
	2011	397	380	95.7	173	43.6	14	3.5	271	68.3	8	2.0	93	23.4	1.8

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	60.7	13,515.0	57.6	94.8	12,939.1	95.7	16	26.4	22.3	51	11,501	84.0	85.1
	2010	67.9	13,234.2	64.7	95.3	12,616.4	95.3	16	23.6	21.7	58	11,233	85.4	84.9
	2011	58.0	13,210.6	55.3	95.3	12,645.0	95.7	17	29.3	21.5	48	11,602	82.7	87.8
1	2009	56.1	14,250.8	54.0	96.3	13,719.9	96.3	10	17.8	20.5	50	12,300	89.2	86.3
	2010	56.1	13,848.4	53.1	94.8	13,286.3	95.9	11	19.6	20.3	49	11,978	87.4	86.5
	2011	69.6	13,458.2	66.4	95.4	12,967.0	96.4	14	20.1	19.0	63	12,047	90.6	89.5
2	2009	68.5	13,950.1	66.2	96.6	13,499.0	96.8	14	20.4	18.5	61	12,231	89.0	87.7
	2010	59.4	13,440.8	57.1	96.0	12,947.4	96.3	8	13.5	19.2	49	11,794	82.5	87.7
	2011	58.2	13,012.8	56.5	96.9	12,592.7	96.8	7	12.0	17.1	56	11,853	96.2	91.1
3	2009	62.9	13,095.5	60.4	96.1	12,710.6	97.1	6	9.5	18.2	54	11,634	85.9	88.8
	2010	66.7	13,291.1	64.8	97.1	12,853.9	96.7	7	10.5	17.8	63	11,815	94.5	88.9
	2011	48.5	12,619.0	47.1	97.1	12,254.0	97.1	5	10.3	16.7	46	11,604	94.9	92.0
4	2009	68.4	12,156.4	66.7	97.5	11,789.9	97.0	7	10.2	17.9	61	10,731	89.2	88.3
	2010	53.2	12,299.7	51.6	97.0	11,900.0	96.8	10	18.8	17.3	47	10,987	88.3	89.3
	2011	63.1	12,506.4	61.5	97.5	12,149.9	97.1	10	15.8	15.7	60	11,544	95.1	92.3
5	2009	49.9	11,903.5	48.8	97.8	11,552.9	97.1	5	10.0	17.3	46	10,563	92.3	88.7
	2010	71.3	11,687.8	68.7	96.4	11,310.1	96.8	15	21.1	17.1	60	10,453	84.2	89.4
	2011	43.2	11,742.5	42.4	98.0	11,419.3	97.2	3	6.9	8.3	41	10,892	94.8	92.8
KN-5	2009	387.2	83,476.5	373.4	96.4	80,586.5	96.5	102	26.3	30.6	359	76,517	92.7	91.7
	2010	374.6	77,802.0	360.0	96.1	74,914.0	96.3	67	17.9	18.9	326	68,260	87.0	87.7
	2011	340.6	76,549.5	329.1	96.6	74,027.9	96.7	56	16.4	16.6	314	69,542	92.2	90.8

Teachers: 28

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	17	60.7
Hispanic	8	28.6
White	2	7.1
Multiple categories	1	3.6
Other	0	0.0

Gender	Number	Percentage
Female	25	89.3
Male	3	10.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	8.3	NA
2009-10	9.2	NA
2010-11	8.7	92.6

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.6
1	3	10.7
2	0	0.0
3	2	7.1
4	2	7.1
5	1	3.6
1-3	5	17.9
More than 3	22	78.6
1 - 5	8	28.6
6 - 10	7	25.0
11 - 20	6	21.4
More than 20	6	21.4

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	*	83.3	81.3	81.1	*	*	76.7		72.7	90.0	81.0	87.3	42
	2010		78.3	71.4	75.8	*	*	68.0		62.5	85.7	75.7	85.4	37
	2011		78.6	94.1	86.7		*	82.6		85.0	90.9	87.1	82.0	31
4	2009		77.3	86.1	84.9	*	81.3	75.9		70.4	93.5	82.8	75.8	58
	2010	*	78.9	50.0	65.0	*	14.3	45.5		57.9	72.7	65.9	77.9	41
	2011		72.7	81.3	77.1	*	*	50.0		65.0	88.9	76.3	78.6	38
5	2009	*	95.5	90.9	94.7		85.7	85.7		91.3	95.5	93.5	82.9	46
	2010		86.4	76.7	80.0		58.8	62.9		68.8	90.9	80.0	86.1	65
	2011		100.0	80.0	91.7	*	*	81.8		77.8	100.0	91.7	89.0	24
3-5	2009	*	85.3	86.5	86.7	*	80.8	78.8		77.8	93.2	85.6	81.5	146
	2010	*	81.3	68.8	74.4	*	48.1	62.0		64.2	84.2	74.8	83.4	143
	2011		82.0	86.0	84.3	*	77.8	72.0		75.5	93.2	83.9	83.6	93

NUMBER TESTED IN GRADES 3-5													
2009	2	68	74	128	3	26	80	0	72	73	146	28,126	
2010	2	64	77	133	4	27	71	0	67	76	143	24,751	
2011	0	50	43	89	2	9	50	0	49	44	93	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	*	4	3	7	*	*	7		6	2	8	960	42
	2010		5	4	8	*	*	8		6	3	9	1,039	37
	2011		3	1	4		*	4		3	1	4	1,214	31
4	2009		5	5	8	*	3	7		8	2	10	2,449	58
	2010	*	4	10	14	*	6	6		8	6	14	1,640	41
	2011		6	3	8	*	*	8		7	2	9	1,506	38
5	2009	*	1	2	2		1	3		2	1	3	1,793	46
	2010		3	10	12		7	13		10	3	13	1,427	65
	2011		0	2	2	*	*	2		2	0	2	919	24
3-5	2009	*	10	10	17	*	5	17		16	5	21	5,202	146
	2010	*	12	24	34	*	14	27		24	12	36	4,106	143
	2011		9	6	14	*	2	14		12	3	15	3,639	93

NUMBER TESTED IN GRADES 3-5													
2009	2	68	74	128	3	26	80	0	72	73	146	28,126	
2010	2	64	77	133	4	27	71	0	67	76	143	24,751	
2011	0	50	43	89	2	9	50	0	49	44	93	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	74.4	78.6	76.6	79.8
	2010	76.9	74.1	69.8	71.3
	2011	77.2	75.1	74.7	72.2
4	2009	84.9	78.0	76.1	81.2
	2010	69.4	74.4	72.1	68.8
	2011	77.4	78.3	79.7	71.8
5	2009	79.9	80.4	84.5	74.9
	2010	82.1	77.7	75.6	73.1
	2011	83.3	77.6	83.3	84.0
3-5	2009	80.3	78.9	78.9	78.8
	2010	77.1	75.8	73.1	71.4
	2011	78.9	77.1	79.0	75.1

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)
3	2009	*	25.0	12.5	16.2	*	*	13.3		18.2	25.0	21.4	34.1	42
	2010		26.1	28.6	27.3	*	*	16.0		25.0	28.6	27.0	37.1	37
	2011		7.1	29.4	16.7		*	13.0		10.0	36.4	19.4	33.6	31
4	2009		22.7	27.8	28.3	*	6.3	6.9		25.9	25.8	25.9	18.4	58
	2010	*	10.5	5.0	10.0	*	0.0	0.0		0.0	18.2	9.8	19.4	41
	2011		22.7	12.5	20.0	*	*	0.0		15.0	22.2	18.4	27.7	38
5	2009	*	22.7	9.1	13.2		0.0	0.0		17.4	13.6	15.2	18.5	46
	2010		9.1	16.3	15.0		5.9	5.7		6.3	21.2	13.8	23.6	65
	2011		28.6	10.0	20.8	*	*	0.0		22.2	20.0	20.8	28.1	24
3-5	2009	*	23.5	18.9	20.3	*	3.8	7.5		20.8	21.9	21.2	22.7	146
	2010	*	15.6	15.6	16.5	*	3.7	8.5		9.0	22.4	16.1	26.2	143
	2011		20.0	18.6	19.1	*	11.1	6.0		14.3	25.0	19.4	29.7	93

NUMBER TESTED IN GRADES 3-5													
2009	2	68	74	128	3	26	80	0	72	73	146	28,126	
2010	2	64	77	133	4	27	71	0	67	76	143	24,751	
2011	0	50	43	89	2	9	50	0	49	44	93	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	*	69.6	72.7	71.7	*	65.0	67.4		67.7	74.1	70.7	77.3	58
	2010		69.6	65.1	63.9	*	59.4	58.6		53.1	79.4	66.7	78.2	66
	2011		50.0	91.4	79.2		100.0	78.0		76.0	83.3	79.6	80.7	49
4	2009		40.9	72.2	62.3	*	81.3	55.2		66.7	54.8	60.3	79.4	58
	2010	*	73.7	83.3	80.0	*	82.4	55.6		84.6	76.0	80.4	81.8	51
	2011		68.2	85.0	77.6	*	84.6	72.5		72.7	86.2	79.0	82.6	62
5	2009	*	95.5	81.8	89.5		71.4	76.2		91.7	86.4	89.1	87.0	46
	2010		77.3	81.0	79.7		75.0	61.8		74.2	84.8	79.7	87.7	64
	2011		85.7	81.8	83.3	*	92.9	78.3		93.8	75.0	83.3	88.7	36
3-5	2009	*	68.7	74.7	72.9	*	72.1	65.6		74.4	70.0	72.2	81.0	162
	2010	*	73.4	75.7	74.1	*	69.2	59.3		69.7	80.4	75.1	82.3	181
	2011		68.0	86.6	79.6	*	91.9	76.0		78.4	82.2	80.3	83.9	147

NUMBER TESTED IN GRADES 3-5													
2009	2	67	91	144	3	43	96	0	82	80	162	33,546	
2010	2	64	115	170	4	65	81	0	89	92	181	34,834	
2011	0	50	97	142	2	62	104	0	74	73	147	35,642	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009	*	7	9	15	*	7	15		10	7	17	2,781	58
	2010		7	15	22	*	13	12		15	7	22	2,739	66
	2011		7	3	10		0	9		6	4	10	2,370	49
4	2009		13	10	20	*	3	13		9	14	23	2,196	58
	2010	*	5	5	10	*	3	8		4	6	10	2,101	51
	2011		7	6	13	*	4	11		9	4	13	2,100	62
5	2009	*	1	4	4		2	5		2	3	5	1,386	46
	2010		5	8	12		4	13		8	5	13	1,314	64
	2011		2	4	6	*	1	5		1	5	6	1,274	36
3-5	2009	*	21	23	39	*	12	33		21	24	45	6,363	162
	2010	*	17	28	44	*	20	33		27	18	45	6,154	181
	2011		16	13	29	*	5	25		16	13	29	5,744	147

NUMBER TESTED IN GRADES 3-5													
2009	2	67	91	144	3	43	96	0	82	80	162	33,546	
2010	2	64	115	170	4	65	81	0	89	92	181	34,834	
2011	0	50	97	142	2	62	104	0	74	73	147	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	75.0	81.6	88.2	73.3	80.2	59.1
	2010	74.5	74.5	78.0	70.2	74.2	56.1
	2011	78.4	75.2	80.3	74.5	83.7	61.5
4	2009	82.0	72.2	70.4	65.5	69.4	62.9
	2010	80.9	83.8	77.1	63.4	80.9	69.1
	2011	80.6	81.3	83.1	72.6	82.7	65.3
5	2009	86.6	79.2	88.2	73.0	83.2	81.0
	2010	75.3	71.7	78.1	64.5	69.5	68.6
	2011	75.5	77.0	81.0	73.4	77.1	71.5
3-5	2009	80.8	77.5	81.8	70.4	77.2	66.7
	2010	76.6	76.1	77.8	66.3	74.4	64.2
	2011	78.6	78.2	81.6	73.4	81.6	65.6

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	*	8.7	27.3	18.9	*	35.0	19.6		22.6	14.8	19.0	29.0	58
	2010		0.0	23.3	13.1	*	18.8	0.0		6.3	23.5	15.2	21.3	66
	2011		21.4	11.4	14.6		18.2	9.8		12.0	16.7	14.3	24.4	49
4	2009		4.5	25.0	18.9	*	6.3	3.4		18.5	16.1	17.2	31.6	58
	2010	*	21.1	20.0	20.0	*	23.5	5.6		26.9	16.0	21.6	29.1	51
	2011		4.5	30.0	22.4	*	34.6	22.5		18.2	24.1	21.0	31.3	62
5	2009	*	36.4	27.3	26.3		0.0	9.5		33.3	27.3	30.4	38.4	46
	2010		4.5	16.7	13.6		18.8	2.9		16.1	9.1	12.5	34.5	64
	2011		21.4	9.1	13.9	*	14.3	8.7		18.8	10.0	13.9	32.5	36
3-5	2009	*	16.4	26.4	20.8	*	18.6	12.5		24.4	18.8	21.6	32.8	162
	2010	*	7.8	20.0	15.3	*	20.0	2.5		15.7	16.3	16.0	27.9	181
	2011		14.0	18.6	17.6	*	24.2	14.4		16.2	17.8	17.0	29.3	147

NUMBER TESTED IN GRADES 3-5													
2009	2	67	91	144	3	43	96	0	82	80	162	33,546	
2010	2	64	115	170	4	65	81	0	89	92	181	34,834	
2011	0	50	97	142	2	62	104	0	74	73	147	35,642	

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009		100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	87.4	58
	2010	*	94.7	100.0	97.1	*	*	100.0		94.1	100.0	97.2	89.8	36
	2011		100.0	93.3	97.1	*	*	93.3		94.7	100.0	97.3	86.9	37

NUMBER TESTED IN GRADE 4													
2009	0	22	36	53	1	16	29	0	27	31	58	10,032	
2010	2	19	15	35	3	2	11	0	17	19	36	7,294	
2011	0	22	15	34	1	1	15	0	19	18	37	6,935	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009		0	0	0	*	0	0		0	0	0	1,264	58
	2010	*	1	0	1	*	*	0		1	0	1	744	36
	2011		0	1	1	*	*	1		1	0	1	908	37

NUMBER TESTED IN GRADE 4													
2009	0	22	36	53	1	16	29	0	27	31	58	10,032	
2010	2	19	15	35	3	2	11	0	17	19	36	7,294	
2011	0	22	15	34	1	1	15	0	19	18	37	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	2.6	84.9	88.8	89.9	93.8
	2010	2.5	81.3	81.9	84.7	85.4
	2011	2.7	79.1	86.1	88.9	80.4

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		36.4	27.8	30.2	*	18.8	20.7		25.9	35.5	31.0	21.0	58
	2010	*	21.1	20.0	17.1	*	*	0.0		5.9	31.6	19.4	23.8	36
	2011		18.2	66.7	38.2	*	*	26.7		15.8	61.1	37.8	22.4	37

NUMBER TESTED IN GRADE 4													
2009	0	22	36	53	1	16	29	0	27	31	58	10,032	
2010	2	19	15	35	3	2	11	0	17	19	36	7,294	
2011	0	22	15	34	1	1	15	0	19	18	37	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	*	77.3	85.7	83.8		71.4	66.7		82.6	81.8	82.2	75.9	45
	2010		50.0	81.0	72.9		75.0	52.9		65.6	72.7	69.2	81.4	65
	2011		85.7	81.8	83.3	*	100.0	78.3		93.8	75.0	83.3	80.9	36

NUMBER TESTED IN GRADE 5													
2009	1	22	21	37	0	7	21	0	23	22	45	10,550	
2010	0	22	42	59	0	16	34	0	32	33	65	10,576	
2011	0	14	22	36	1	14	23	0	16	20	36	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	*	5	3	6		2	7		4	4	8	2,542	45
	2010		11	8	16		4	16		11	9	20	1,965	65
	2011		2	4	6	*	0	5		1	5	6	1,942	36

NUMBER TESTED IN GRADE 5													
2009	1	22	21	37	0	7	21	0	23	22	45	10,550	
2010	0	22	42	59	0	16	34	0	32	33	65	10,576	
2011	0	14	22	36	1	14	23	0	16	20	36	10,176	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	85.6	89.9	83.5	68.9
	2010	76.4	79.1	82.4	64.8
	2011	83.8	86.4	85.8	86.1

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	*	18.2	19.0	16.2		0.0	4.8		17.4	18.2	17.8	29.1	45
	2010		4.5	19.0	15.3		12.5	0.0		12.5	15.2	13.8	32.8	65
	2011		42.9	31.8	36.1	*	42.9	30.4		50.0	25.0	36.1	34.0	36

NUMBER TESTED IN GRADES 5													
2009	1	22	21	37	0	7	21	0	23	22	45	10,550	
2010	0	22	42	59	0	16	34	0	32	33	65	10,576	
2011	0	14	22	36	1	14	23	0	16	20	36	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			94.1	94.1		94.1	94.1		90.0	100.0	94.1	89.4	17
	2010			82.8	82.1		82.8	*		75.0	92.3	82.8	84.5	29
	2011			100.0	100.0		100.0	100.0		*	100.0	100.0	87.2	18
4	2009												72.7	0
	2010			70.0	70.0		70.0	50.0		71.4	*	70.0	84.4	10
	2011			96.0	95.8		96.0	96.0		92.3	100.0	96.0	85.0	25
5	2009												79.7	0
	2010			*	*	*	*				*	*	80.3	1
	2011			100.0	100.0		100.0	100.0		100.0	*	100.0	86.3	12
ALL	2009			94.1	94.1		94.1	94.1		90.0	100.0	94.1	—	17
	2010			80.0	79.5	*	80.0	50.0		73.9	88.2	80.0	—	40
	2011			98.2	98.1		98.1	98.2		96.0	100.0	98.2	—	55

NUMBER TESTED IN GRADES ALL													
2009	0	0	17	17	0	17	17	0	10	7	17	—	
2010	0	0	40	39	1	40	10	0	23	17	40	—	
2011	0	0	55	54	0	54	55	0	25	30	55	—	

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			1	1		1	1		1	0	1	514	17
	2010			5	5		5	*		4	1	5	863	29
	2011			0	0		0	0		*	0	0	710	18
4	2009												268	0
	2010			3	3		3	3		2	*	3	651	10
	2011			1	1		1	1		1	0	1	755	25
5	2009												86	0
	2010			*	*	*	*				*	*	120	1
	2011			0	0		0	0		0	*	0	398	12
ALL	2009			1	1		1	1		1	0	1	—	17
	2010			8	8	*	8	5		6	2	8	—	40
	2011			1	1		1	1		1	0	1	—	55

NUMBER TESTED IN GRADES ALL													
2009	0	0	17	17	0	17	17	0	10	7	17	—	
2010	0	0	40	39	1	40	10	0	23	17	40	—	
2011	0	0	55	54	0	54	55	0	25	30	55	—	

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	81.2	91.6	86.3	79.4
	2010	73.3	84.7	76.4	80.2
	2011	88.9	96.0	87.0	91.0
4	2009				
	2010	75.3	82.5	80.0	82.0
	2011	79.2	90.0	84.0	86.0
5	2009				
	2010	*	*	*	*
	2011	77.6	84.4	83.3	86.5
ALL	2009	81.2	91.6	86.3	79.4
	2010	73.7	84.2	77.6	80.9
	2011	82.0	90.7	84.8	87.7

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009			47.1	47.1		47.1	47.1		40.0	57.1	47.1	30.6	17
	2010			48.3	50.0		48.3	*		31.3	69.2	48.3	39.6	29
	2011			66.7	66.7		64.7	66.7		*	76.9	66.7	43.5	18
4	2009												21.1	0
	2010			50.0	50.0		50.0	16.7		71.4	*	50.0	34.4	10
	2011			56.0	54.2		56.0	56.0		46.2	66.7	56.0	38.5	25
5	2009												15.3	0
	2010			*	*	*	*				*	*	21.2	1
	2011			41.7	41.7		41.7	41.7		57.1	*	41.7	29.0	12
ALL	2009			47.1	47.1		47.1	47.1		40.0	57.1	47.1	—	17
	2010			47.5	48.7	*	47.5	10.0		43.5	52.9	47.5	—	40
	2011			56.4	55.6		55.6	56.4		48.0	63.3	56.4	—	55


NUMBER TESTED IN ALL GRADES													
2009	0	0	17	17	0	17	17	0	10	7	17	—	
2010	0	0	40	39	1	40	10	0	23	17	40	—	
2011	0	0	55	54	0	54	55	0	25	30	55	—	

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		100.0	*	100.0	93.7	14
	2011			96.3	96.2	*	96.3	96.3		93.3	100.0	96.3	93.2	27

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	14	14	0	14	6	0	9	5	14	4,216	
2011	0	0	27	26	1	27	27	0	15	12	27	5,054	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Spec Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009												127	0
	2010			0	0		0	0		0	*	0	266	14
	2011			1	1	*	1	1		1	0	1	346	27

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	14	14	0	14	6	0	9	5	14	4,216	
2011	0	0	27	26	1	27	27	0	15	12	27	5,054	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition ¹ : Effectiveness / Command of Conventions	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2009					
	2010	2.3	89.3	92.9	90.2	88.4
	2011	2.2	86.1	91.7	90.7	85.6

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												20.4	0
	2010			28.6	28.6		28.6	0.0		22.2	*	28.6	30.4	14
	2011			22.2	23.1	*	22.2	22.2		6.7	41.7	22.2	27.7	27

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	14	14	0	14	6	0	9	5	14	4,216	
2011	0	0	27	26	1	27	27	0	15	12	27	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	3
	2010			*	*	*	*			*		*	81.1	1
	2011			*	*	*		*			*	*	81.7	1
4	2009		100.0	*	100.0	100.0	*	100.0		*	*	100.0	71.8	9
	2010		*		*	*				*		*	75.8	2
	2011		*		*	*		*		*	*	*	76.6	2
5	2009		*	*	*	*	*	*			*	*	80.3	3
	2010		100.0	*	100.0	100.0	*	*		*	*	100.0	93.9	9
	2011		*	*	*	100.0	*	*		*	*	100.0	95.1	6
3-5	2009		100.0	*	100.0	100.0	*	100.0		100.0	100.0	100.0	79.2	15
	2010		100.0	*	100.0	100.0	*	*		100.0	*	100.0	84.8	12
	2011		*	*	100.0	100.0	*	100.0		100.0	*	100.0	84.8	9

NUMBER TESTED IN GRADES 3-5													
2009	0	10	5	15	15	3	11	0	8	7	15	1,867	
2010	0	9	3	12	12	2	5	0	7	5	12	1,749	
2011	0	5	3	8	9	2	6	0	6	3	9	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	3
	2010			*	*	*	*			*		*	96	1
	2011			*	*	*		*			*	*	69	1
4	2009		0	*	0	0	*	0		*	*	0	192	9
	2010		*		*	*				*		*	126	2
	2011		*		*	*		*		*	*	*	123	2
5	2009		*	*	*	*	*	*			*	*	137	3
	2010		0	*	0	0	*	*		*	*	0	44	9
	2011		*	*	*	0	*	*		*	*	0	26	6
3-5	2009		0	*	0	0	*	0		0	0	0	389	15
	2010		0	*	0	0	*	*		0	*	0	266	12
	2011		*	*	0	0	*	0		0	*	0	218	9

NUMBER TESTED IN GRADES 3-5													
2009	0	10	5	15	15	3	11	0	8	7	15	1,867	
2010	0	9	3	12	12	2	5	0	7	5	12	1,749	
2011	0	5	3	8	9	2	6	0	6	3	9	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	79.6	72.2	72.2	70.8
	2010	*	*	*	*
	2011	*	*	*	*
5	2009	*	*	*	*
	2010	64.6	81.5	66.7	71.7
	2011	74.2	75.0	63.9	74.2
3-5	2009	78.8	77.8	79.8	76.0
	2010	71.4	83.3	72.2	74.6
	2011	82.0	83.3	74.1	77.3

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009		*		*	*		*		*		*	16.2	3
	2010			*	*	*	*			*		*	19.1	1
	2011			*	*	*		*			*	*	20.9	1
4	2009		66.7	*	44.4	44.4	*	50.0		*	*	44.4	8.9	9
	2010		*		*	*				*		*	15.2	2
	2011		*		*	*		*		*	*	*	13.7	2
5	2009		*	*	*	*	*	*			*	*	14.1	3
	2010		28.6	*	22.2	22.2	*	*		*	*	22.2	15.4	9
	2011		*	*	*	16.7	*	*		*	*	16.7	16.5	6
3-5	2009		60.0	*	46.7	46.7	*	54.5		62.5	28.6	46.7	12.7	15
	2010		33.3	*	33.3	33.3	*	*		42.9	*	33.3	16.4	12
	2011		*	*	50.0	44.4	*	66.7		33.3	*	44.4	16.6	9

NUMBER TESTED IN GRADES 3-5													
2009	0	10	5	15	15	3	11	0	8	7	15	1,867	
2010	0	9	3	12	12	2	5	0	7	5	12	1,749	
2011	0	5	3	8	9	2	6	0	6	3	9	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	3
	2010			*	*	*	*			*		*	78.3	1
	2011			*	*	*		*			*	*	82.7	1
4	2009		100.0	*	88.9	88.9	*	100.0		*	*	88.9	75.8	9
	2010		*		*	*		*		*		*	80.6	3
	2011		*		*	*		*		*	*	*	80.2	2
5	2009		*	*	*	*	*	*			*	*	80.2	3
	2010		100.0	*	100.0	100.0	*	*		*	*	100.0	86.4	9
	2011		*	*	*	100.0	*	*		*	*	100.0	88.1	6
3-5	2009		100.0	*	93.3	93.3	*	100.0		87.5	*	93.3	78.8	15
	2010		100.0	*	100.0	100.0	*	100.0		100.0	*	100.0	82.4	13
	2011		*	*	100.0	100.0	*	100.0		100.0	*	100.0	83.8	9

NUMBER TESTED IN GRADES 3-5													
2009	0	10	5	15	15	3	11	0	8	7	15	1,743	
2010	0	10	3	13	13	2	6	0	8	5	13	1,615	
2011	0	5	3	8	9	2	6	0	6	3	9	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	3
	2010			*	*	*	*			*		*	102	1
	2011			*	*	*		*			*	*	63	1
4	2009		0	*	1	1	*	0		*	*	1	157	9
	2010		*		*	*		*		*		*	92	3
	2011		*		*	*		*		*	*	*	101	2
5	2009		*	*	*	*	*	*			*	*	127	3
	2010		0	*	0	0	*	*		*	*	0	91	9
	2011		*	*	*	0	*	*		*	*	0	60	6
3-5	2009		0	*	1	1	*	0		1	0	1	369	15
	2010		0	*	0	0	*	0		0	*	0	285	13
	2011		*	*	0	0	*	0		0	*	0	224	9

NUMBER TESTED IN GRADES 3-5													
2009	0	10	5	15	15	3	11	0	8	7	15	1,743	
2010	0	10	3	13	13	2	6	0	8	5	13	1,615	
2011	0	5	3	8	9	2	6	0	6	3	9	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	70.4	59.3	57.8	64.4	59.3	75.9
	2010	*	*	*	*	*	*
	2011	*	*	*	*	*	*
5	2009	*	*	*	*	*	*
	2010	54.3	63.0	66.7	79.6	88.9	64.4
	2011	75.9	69.4	86.1	91.7	94.4	73.3
3-5	2009	77.7	72.2	65.6	74.0	66.7	77.1
	2010	67.5	73.1	66.2	78.2	87.2	70.3
	2011	80.2	75.9	90.7	90.0	92.6	82.2

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009		*		*	*		*		*		*	22.3	3
	2010			*	*	*	*			*		*	13.4	1
	2011			*	*	*		*			*	*	20.6	1
4	2009		33.3	*	22.2	22.2	*	16.7		*	*	22.2	14.0	9
	2010		*		*	*		*		*		*	20.2	3
	2011		*		*	*		*		*	*	*	25.3	2
5	2009		*	*	*	*	*	*			*	*	17.2	3
	2010		0.0	*	0.0	0.0	*	*		*	*	0.0	18.9	9
	2011		*	*	*	33.3	*	*		*	*	33.3	20.0	6
3-5	2009		50.0	*	33.3	33.3	*	27.3		50.0	14.3	33.3	17.3	15
	2010		20.0	*	23.1	23.1	*	16.7		37.5	*	23.1	17.7	13
	2011		*	*	50.0	55.6	*	66.7		33.3	*	55.6	22.1	9

NUMBER TESTED IN GRADES 3-5													
2009	0	10	5	15	15	3	11	0	8	7	15	1,743	
2010	0	10	3	13	13	2	6	0	8	5	13	1,615	
2011	0	5	3	8	9	2	6	0	6	3	9	1,379	

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2009		*	*	*	*	*	*			*	*	37.5	3
	2010		42.9	*	33.3	33.3	*	*		*	*	33.3	49.0	9
	2011		*	*	83.3	83.3		*		*	*	83.3	55.5	6

NUMBER TESTED IN GRADE 5													
2009	0	1	2	3	3	2	3	0	0	3	3	637	
2010	0	7	2	9	9	1	5	0	4	5	9	667	
2011	0	3	3	6	6	0	4	0	5	1	6	452	

Shaded cells indicate percentages below 60 percent, the 2010-11 AEIS minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2009		*	*	*	*	*	*			*	*	398	3
	2010		4	*	6	6	*	*		*	*	6	340	9
	2011		*	*	1	1		*		*	*	1	201	6

NUMBER TESTED IN GRADE 5													
2009	0	1	2	3	3	2	3	0	0	3	3	637	
2010	0	7	2	9	9	1	5	0	4	5	9	667	
2011	0	3	3	6	6	0	4	0	5	1	6	452	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	*	*	*	*
	2010	67.7	68.3	71.4	55.6
	2011	87.9	90.5	88.1	88.1

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		*	*	*	*	*	*			*	*	4.9	3
	2010		14.3	*	11.1	11.1	*	*		*	*	11.1	10.3	9
	2011		*	*	50.0	50.0		*		*	*	50.0	15.5	6

NUMBER TESTED IN GRADE 5													
2009	0	1	2	3	3	2	3	0	0	3	3	637	
2010	0	7	2	9	9	1	5	0	4	5	9	667	
2011	0	3	3	6	6	0	4	0	5	1	6	452	

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

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the ITBS

Grade	Year	READING TOTAL (**READING PROFILE TOTAL)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009				54.4	0
	2010	8.3	50.0	35.3	61.2	34
	2011	38.5	75.0	58.6	63.3	29
1	2009	37.5	50.0	47.1	54.2	34
	2010	25.0	57.1	45.5	55.2	33
	2011	15.8	66.7	42.5	58.1	40
2	2009	16.7	47.4	32.4	47.9	37
	2010	25.0	75.0	36.1	48.6	36
	2011	13.0	54.5	26.5	50.7	34
5	2009					0
	2010					0
	2011	0.0	58.8	34.5	36.2	29
1-5	2009	23.1	48.9	39.4	51.0	71
	2010	25.0	62.1	40.6	51.9	69
	2011	11.1	61.2	35.0	47.2	103

Number Tested	2009	26	45	71	15,925	
	2010	52	51	103	20,252	
	2011	67	65	132	29,763	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009	48.6	47.6	48.3	52.8	58
	2010	22.2	50.0	31.3	51.2	67
	2011	68.2	58.8	65.6	56.8	61
1	2009	50.0	69.2	64.7	50.4	34
	2010	58.8	57.1	58.2	48.8	55
	2011	20.4	47.6	28.6	53.1	70
2	2009	0.0	36.8	18.9	53.2	37
	2010	44.7	66.7	48.2	54.6	56
	2011	51.0	81.8	56.7	56.8	60
5	2009					0
	2010					0
	2011	37.0	43.8	39.5	44.8	43
K-5	2009	34.9	53.0	44.2	52.3	129
	2010	40.5	55.8	44.9	51.5	178
	2011	44.4	55.4	47.4	53.3	234

Number Tested	2009	63	66	129	30,563	
	2010	126	52	178	40,163	
	2011	169	65	234	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	*	41.7	11.1	33.3			8.3		26.7	42.1	35.3	61.2	34
	2011	*	73.3	36.4	62.5	*		38.5		55.6	63.6	58.6	63.3	29
1	2009		52.4	38.5	48.5	*	*	37.5		34.8	72.7	47.1	54.2	34
	2010		25.0	76.9	46.9	*		25.0		46.2	45.0	45.5	55.2	33
	2011		44.4	38.5	41.0			15.8		40.9	44.4	42.5	58.1	40
2	2009	*	35.7	25.0	32.4	*	*	16.7		29.4	35.0	32.4	47.9	37
	2010		23.8	53.3	34.3	*	*	25.0		28.0	54.5	36.1	48.6	36
	2011	*	16.7	40.0	27.3	*		13.0		26.7	26.3	26.5	50.7	34
1-2	2009	*	42.9	33.3	40.0	*	*	23.1		32.5	48.4	39.4	51.0	71
	2010		24.4	64.3	40.3	*	*	25.0		34.2	48.4	40.6	51.9	69
	2011	*	33.3	39.3	34.7	*		14.3		35.1	35.1	35.1	54.4	74
5	2009													0
	2010													0
	2011		35.3	33.3	29.6	*	*	0.0		23.1	43.8	34.5	36.2	29
1-5	2009	*	42.9	33.3	40.0	*	*	23.1		32.5	48.4	39.4	51.0	71
	2010		24.4	64.3	40.3	*	*	25.0		34.2	48.4	40.6	51.9	69
	2011	*	33.9	37.5	33.3	0.0	*	11.1		32.0	37.7	35.0	47.2	103

Number Tested	2009	1	49	21	70	3	4	26	0	40	31	71	14,637
	2010	0	41	28	67	4	4	40	0	38	31	69	13,990
	2011	1	62	40	99	6	3	54	0	50	53	103	23,002

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K**	2009												304	0
	2010	*	2	0	2			0		0	2	2	1,717	34
	2011	*	3	1	4	*		0		2	3	5	2,106	29
1	2009		2	1	3	*	*	0		2	1	3	1,659	34
	2010		2	4	6	*		1		2	4	6	1,729	33
	2011		3	3	6			1		4	2	6	1,963	40
2	2009	*	2	0	2	*	*	0		2	0	2	1,027	37
	2010		0	0	0	*	*	0		0	0	0	954	36
	2011	*	1	1	2	*		0		2	0	2	1,020	34
1-2	2009	*	4	1	5	*	*	0		4	1	5	2,688	71
	2010		2	4	6	*	*	1		2	4	6	2,683	69
	2011	*	4	4	8	*		1		6	2	8	2,983	74
5	2009													0
	2010													0
	2011		1	1	2	*	*	0		1	1	2	701	29
1-5	2009	*	4	1	5	*	*	0		4	1	5	2,688	71
	2010		2	4	6	*	*	1		2	4	6	2,683	69
	2011	*	5	5	10	0	*	1		7	3	10	3,694	103

Number Tested	2009	1	49	21	70	3	4	26	0	40	31	71	14,637
	2010	0	41	28	67	4	4	40	0	38	31	69	13,990
	2011	1	62	40	99	6	3	54	0	50	53	103	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		36.4	55.6	49.1	*	46.2	48.6		52.0	45.5	48.3	52.8	58
	2010	*	37.5	28.6	30.8		25.0	22.2		14.3	50.0	31.3	51.2	67
	2011	*	43.8	73.8	69.1	*	93.3	68.2		66.7	64.3	65.6	56.8	61
1	2009		61.9	69.2	63.6	*	*	50.0		69.6	54.5	64.7	50.4	34
	2010		40.0	68.6	59.3	*	63.6	58.8		56.0	60.0	58.2	48.8	55
	2011		28.6	28.6	27.5		17.2	20.4		23.1	35.5	28.6	53.1	70
2	2009	*	21.4	12.5	18.9	*	*	0.0		23.5	15.0	18.9	53.2	37
	2010		38.1	54.3	48.1	*	66.7	44.7		51.7	44.4	48.2	54.6	56
	2011	*	38.9	65.9	57.6	*	65.4	51.0		62.1	51.6	56.7	56.8	60
K-2	2009	*	38.0	52.6	44.0	*	46.7	34.9		50.8	37.5	44.2	52.3	129
	2010	*	38.5	49.1	45.1	*	48.7	40.5		38.2	51.7	44.9	51.5	178
	2011	*	35.5	56.0	49.7	*	58.8	45.8		48.5	50.0	49.2	55.6	191
5	2009													0
	2010													0
	2011		29.4	46.2	37.5	*	52.9	37.0		47.6	31.8	39.5	44.8	43
K-5	2009	*	38.0	52.6	44.0	*	46.7	34.9		50.8	37.5	44.2	52.3	129
	2010	*	38.5	49.1	45.1	*	48.7	40.5		38.2	51.7	44.9	51.5	178
	2011	*	34.2	54.3	47.5	12.5	57.8	44.4		48.4	46.4	47.4	53.3	234

Number Tested	2009	1	71	57	125	4	30	63	0	65	64	129	30,563
	2010	1	65	112	173	4	78	126	0	89	89	178	40,163
	2011	4	79	151	223	8	102	169	0	122	112	234	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		2	2	4	*	1	3		2	2	4	2,455	58
	2010	*	1	0	1		0	0		0	1	1	2,358	67
	2011	*	0	14	14	*	12	12		6	9	15	2,815	61
1	2009		2	0	2	*	*	1		2	0	2	1,577	34
	2010		4	7	11	*	4	5		5	6	11	2,266	55
	2011		2	2	4		0	1		1	3	4	2,716	70
2	2009	*	0	0	0	*	*	0		0	0	0	1,686	37
	2010		1	5	6	*	5	5		4	2	6	2,484	56
	2011	*	3	10	13	*	5	9		8	5	13	2,746	60
K-2	2009	*	4	2	6	*	1	4		4	2	6	5,718	129
	2010	*	6	12	18	*	9	10		9	9	18	7,108	178
	2011	*	5	26	31	*	17	22		15	17	32	8,277	191
5	2009													0
	2010													0
	2011		0	2	1	*	1	1		2	0	2	1,395	43
K-5	2009	*	4	2	6	*	1	4		4	2	6	5,718	129
	2010	*	6	12	18	*	9	10		9	9	18	7,108	178
	2011	*	5	28	32	0	18	23		17	17	34	9,696	234

Number Tested	2009	1	71	57	125	4	30	63	0	65	64	129	30,563
	2010	1	65	112	173	4	78	126	0	89	89	178	40,163
	2011	4	79	151	223	8	102	169	0	122	112	234	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		61.9	88.2	77.8	*	95.8	89.7		72.4	84.6	78.2	66.0	55
	2010		55.0	80.0	72.2	*	86.4	76.5		68.0	73.3	70.9	63.5	55
	2011		64.3	59.5	60.9		44.8	53.1		56.4	67.7	61.4	66.7	70
2	2009	*	32.1	69.2	52.2	*	74.1	56.5		41.9	62.2	52.9	60.9	68
	2010		38.1	51.4	46.3	*	70.8	42.6		44.8	48.1	46.4	61.4	56
	2011	*	33.3	78.0	66.1	*	80.8	61.2		72.4	58.1	65.0	62.0	60
1-2	2009	*	44.9	78.1	63.6	*	84.3	69.3		56.7	71.4	64.2	63.5	123
	2010		46.3	65.7	59.3	*	78.3	56.8		55.6	61.4	58.6	62.5	111
	2011	*	52.2	68.7	63.3	*	61.8	57.1		63.2	62.9	63.1	64.4	130
5	2009													0
	2010													0
	2011		35.3	23.1	27.5	*	29.4	29.6		33.3	22.7	27.3	48.6	44
1-5	2009	*	44.9	78.1	63.6	*	84.3	69.3		56.7	71.4	64.2	63.5	123
	2010		46.3	65.7	59.3	*	78.3	56.8		55.6	61.4	58.6	62.5	111
	2011	*	47.6	57.8	54.8	16.7	54.2	51.2		56.2	52.4	54.0	59.7	174

Number Tested	2009	1	49	73	121	3	51	75	0	60	63	123	27,480
	2010	0	41	70	108	4	46	81	0	54	57	111	26,937
	2011	1	63	109	168	6	72	125	0	89	84	174	38,176

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
1	2009		7	23	30	*	22	23		15	15	30	4,597	55
	2010		7	20	27	*	14	17		12	15	27	4,129	55
	2011		4	15	19		7	12		9	10	19	4,427	70
2	2009	*	1	9	9	*	4	6		2	8	10	3,822	68
	2010		2	8	10	*	8	8		6	4	10	3,776	56
	2011	*	4	13	17	*	7	11		11	6	17	3,810	60
1-2	2009	*	8	32	39	*	26	29		17	23	40	8,419	123
	2010		9	28	37	*	22	25		18	19	37	7,905	111
	2011	*	8	28	36	*	14	23		20	16	36	8,237	130
5	2009													0
	2010													0
	2011		0	1	1	*	1	1		1	0	1	1,416	44
1-5	2009	*	8	32	39	*	26	29		17	23	40	8,419	123
	2010		9	28	37	*	22	25		18	19	37	7,905	111
	2011	*	8	29	37	1	15	24		21	16	37	9,660	174

Number Tested	2009	1	49	73	121	3	51	75	0	60	63	123	27,480
	2010	0	41	70	108	4	46	81	0	54	57	111	26,937
	2011	1	63	109	168	6	72	125	0	89	84	174	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			92.3	92.3		92.3	92.3		92.3	92.3	92.3	88.6	26
	2010			87.1	86.7		87.1	87.1		83.3	92.3	87.1	89.3	31
	2011			96.8	100.0		100.0	100.0		100.0	94.1	96.8	90.9	31
1	2009			95.2	95.2		95.2	95.2		100.0	93.3	95.2	88.6	21
	2010			100.0	100.0		100.0	100.0		100.0	100.0	100.0	89.1	22
	2011			93.1	93.1		93.1	93.1		87.5	100.0	93.1	89.4	29
2	2009			100.0	100.0		100.0	100.0		100.0	100.0	100.0	94.0	31
	2010			100.0	100.0		100.0	100.0		*	100.0	100.0	93.8	20
	2011			100.0	100.0		100.0	100.0		100.0	100.0	100.0	94.9	26
K-2	2009			96.2	96.1		95.9	96.0		97.0	95.6	96.2	90.4	78
	2010			94.5	94.4		94.5	94.4		91.4	97.4	94.5	90.7	73
	2011			96.5	97.6		97.6	97.6		95.5	97.6	96.5	91.7	86
5	2009													0
	2010													0
	2011			100.0	100.0		100.0	100.0		100.0	100.0	93.8	93.5	16
K-5	2009			96.2	96.1		95.9	96.0		97.0	95.6	96.2	90.4	78
	2010			94.5	94.4		94.5	94.4		91.4	97.4	94.5	90.7	73
	2011			97.0	98.0		98.0	98.0		96.2	97.9	96.1	91.9	102

Number Tested	2009	0	0	78	77	0	73	75	0	33	45	78	19,076
	2010	0	0	73	71	0	73	72	0	35	38	73	19,041
	2011	0	0	101	99	0	99	100	0	53	48	102	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			9	9		9	9		3	6	9	3,525	26
	2010			13	13		13	13		6	7	13	3,523	31
	2011			27	27		27	27		13	14	27	3,964	31
1	2009			14	14		14	14		4	10	14	2,523	21
	2010			10	10		10	10		4	6	10	2,529	22
	2011			11	11		11	11		5	6	11	2,459	29
2	2009			20	19		15	17		8	12	20	2,909	31
	2010			15	15		15	14		*	12	15	3,040	20
	2011			14	14		14	14		4	10	14	3,227	26
K-2	2009			43	42		38	40		15	28	43	8,957	78
	2010			38	38		38	37		13	25	38	9,092	73
	2011			52	52		52	52		22	30	52	9,650	86
5	2009													0
	2010													0
	2011			7	6		6	7		6	1	7	856	16
K-5	2009			43	42		38	40		15	28	43	8,957	78
	2010			38	38		38	37		13	25	38	9,092	73
	2011			59	58		58	59		28	31	59	10,519	102

Number Tested	2009	0	0	78	77	0	73	75	0	33	45	78	19,076
	2010	0	0	73	71	0	73	72	0	35	38	73	19,041
	2011	0	0	101	99	0	99	100	0	53	48	102	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	-	6	66.7	6	66.7
ALL	0	-	0	-	6	66.7	6	66.7

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
KN (30)	Beginning	13	43.3	17	56.7	29	96.7	28	93.3	28	93.3
	Intermediate	11	36.7	7	23.3	1	3.3	2	6.7	2	6.7
	Advanced	5	16.7	5	16.7	0	0.0	0	0.0	0	0.0
	Advanced High	1	3.3	1	3.3	0	0.0	0	0.0	0	0.0
1 (29)	Beginning	23	79.3	23	79.3	29	100.0	29	100.0	29	100.0
	Intermediate	6	20.7	6	20.7	0	0.0	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
2 (26)	Beginning	12	46.2	9	34.6	11	42.3	2	7.7	2	7.7
	Intermediate	14	53.8	17	65.4	15	57.7	8	30.8	9	34.6
	Advanced	0	0.0	0	0.0	0	0.0	7	26.9	15	57.7
	Advanced High	0	0.0	0	0.0	0	0.0	9	34.6	0	0.0
3 (25)	Beginning	0	0.0	0	0.0	0	0.0	1	4.0	0	0.0
	Intermediate	2	8.0	8	32.0	1	4.0	4	16.0	5	20.0
	Advanced	17	68.0	14	56.0	11	44.0	10	40.0	10	40.0
	Advanced High	6	24.0	3	12.0	13	52.0	10	40.0	10	40.0
4 (29)	Beginning	1	3.7	1	3.7	3	11.1	2	6.9	0	0.0
	Intermediate	2	7.4	2	7.4	8	29.6	7	24.1	8	29.6
	Advanced	13	48.1	13	48.1	8	29.6	9	31.0	8	29.6
	Advanced High	11	40.7	11	40.7	8	29.6	11	37.9	11	40.7

**PROGRESSION FROM
2010 TO 2011**

Number Rated Both Years N (%) Progressed	2011 Level	2010 Level			
		Beg	Int	Adv	Adv High
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
28 0 (0.0%)	Beginning	28			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
25 6 (24.0%)	Beginning	1			
	Intermediate	3	6		
	Advanced	0	3	12	
	Advanced High	0	0	0	
23 12 (52.2%)	Beginning	0			
	Intermediate	0	4		
	Advanced	0	2	7	
	Advanced High	0	0	10	
26 17 (65.4%)	Beginning	0			
	Intermediate	2	5		
	Advanced	0	4	4	
	Advanced High	0	0	11	

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
5 (17)	Beginning	1	5.9	1	5.9	1	5.9	1	5.9	1	5.9
	Intermediate	1	5.9	4	23.5	6	35.3	0	0.0	0	0.0
	Advanced	2	11.8	5	29.4	8	47.1	3	17.6	3	17.6
	Advanced High	13	76.5	7	41.2	2	11.8	13	76.5	13	76.5
ALL (156)	Beginning	50	32.5	51	33.1	73	47.4	63	40.4	60	39.0
	Intermediate	36	23.4	44	28.6	31	20.1	21	13.5	24	15.6
	Advanced	37	24.0	37	24.0	27	17.5	29	18.6	36	23.4
	Advanced High	31	20.1	22	14.3	23	14.9	43	27.6	34	22.1

**PROGRESSION FROM
2010 TO 2011**

Number Rated Both Years N (%) Progressed	2011 Level	2010 Level			
		Beg	Int	Adv	Adv High
16 15 (93.8%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	2	1	
	Advanced High	0	0	13	
119 50 (42.0%)	Beginning	30			
	Intermediate	5	15		
	Advanced	0	11	24	
	Advanced High	0	0	34	

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