

DATA PACKET

for 2011-12 planning

School Number 228

SUDIE L. WILLIAMS



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	22
KN	45
1	45
2	51
3	32
4	35
5	36
ALL	266

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	11	4.1	4	15.4
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	244	91.7	9	34.6
White	8	3.0	10	38.5
Multiple	2	0.8	2	7.7
Other* (teachers only)	—	—	1	3.8
Not reported (students only)	1	0.4	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	214	80.5
Economically disadvantaged	252	94.7
Limited English proficient (LEP)	184	69.2
Special education	38	14.3
Talented and Gifted (TAG)	32	12.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2009	22	4	18.2	0	0.0	0	0.0	18	81.8	0	0.0	—	—
	2010	21	1	4.8	0	0.0	0	0.0	20	95.2	0	0.0	—	—
	2011	22	0	0.0	0	0.0	0	0.0	21	95.5	1	4.5	0	0.0
KN	2009	48	6	12.5	0	0.0	0	0.0	41	85.4	1	2.1	—	—
	2010	44	4	9.1	0	0.0	0	0.0	35	79.5	5	11.4	—	—
	2011	45	2	4.4	0	0.0	0	0.0	42	93.3	0	0.0	0	0.0
1	2009	48	4	8.3	0	0.0	1	2.1	41	85.4	2	4.2	—	—
	2010	54	5	9.3	0	0.0	0	0.0	48	88.9	1	1.9	—	—
	2011	45	2	4.4	0	0.0	0	0.0	40	88.9	3	6.7	0	0.0
2	2009	45	5	11.1	0	0.0	1	2.2	38	84.4	1	2.2	—	—
	2010	41	3	7.3	0	0.0	1	2.4	35	85.4	2	4.9	—	—
	2011	51	2	3.9	0	0.0	0	0.0	48	94.1	1	2.0	0	0.0
3	2009	45	9	20.0	0	0.0	0	0.0	36	80.0	0	0.0	—	—
	2010	41	4	9.8	0	0.0	1	2.4	35	85.4	1	2.4	—	—
	2011	32	1	3.1	0	0.0	0	0.0	28	87.5	1	3.1	2	6.3
4	2009	47	7	14.9	0	0.0	0	0.0	37	78.7	3	6.4	—	—
	2010	37	6	16.2	0	0.0	0	0.0	31	83.8	0	0.0	—	—
	2011	35	2	5.7	0	0.0	0	0.0	31	88.6	2	5.7	0	0.0
5	2009	31	3	9.7	0	0.0	0	0.0	28	90.3	0	0.0	—	—
	2010	47	6	12.8	0	0.0	0	0.0	39	83.0	2	4.3	—	—
	2011	36	2	5.6	0	0.0	0	0.0	34	94.4	0	0.0	0	0.0
PK-5	2009	286	38	13.3	0	0.0	2	0.7	239	83.6	7	2.4	—	—
	2010	285	29	10.2	0	0.0	2	0.7	243	85.3	11	3.9	—	—
	2011	266	11	4.1	0	0.0	0	0.0	244	91.7	8	3.0	2	0.8

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	22	19	86.4	14	63.6	0	0.0	18	81.8	0	0.0	22	100.0	0.0
	2010	21	20	95.2	18	85.7	0	0.0	18	85.7	0	0.0	21	100.0	0.0
	2011	22	22	100.0	19	86.4	0	0.0	19	86.4	0	0.0	22	100.0	0.0
KN	2009	48	48	100.0	34	70.8	3	6.3	38	79.2	1	2.1	20	41.7	2.1
	2010	44	40	90.9	25	56.8	6	13.6	30	68.2	1	2.3	22	50.0	2.3
	2011	45	44	97.8	36	80.0	5	11.1	38	84.4	5	11.1	20	44.4	4.4
1	2009	48	44	91.7	31	64.6	4	8.3	34	70.8	3	6.3	6	12.5	8.3
	2010	54	51	94.4	38	70.4	2	3.7	42	77.8	3	5.6	3	5.6	5.6
	2011	45	40	88.9	26	57.8	10	22.2	30	66.7	4	8.9	4	8.9	6.7
2	2009	45	41	91.1	27	60.0	4	8.9	38	84.4	5	11.1	3	6.7	6.7
	2010	41	37	90.2	25	61.0	6	14.6	33	80.5	4	9.8	4	9.8	2.4
	2011	51	49	96.1	40	78.4	6	11.8	45	88.2	4	7.8	2	3.9	7.8
3	2009	45	42	93.3	25	55.6	10	22.2	35	77.8	2	4.4	4	8.9	6.7
	2010	41	37	90.2	26	63.4	5	12.2	33	80.5	5	12.2	3	7.3	4.9
	2011	32	29	90.6	17	53.1	4	12.5	25	78.1	3	9.4	2	6.3	3.1
4	2009	47	41	87.2	22	46.8	8	17.0	35	74.5	3	6.4	4	8.5	0.0
	2010	37	35	94.6	20	54.1	8	21.6	26	70.3	6	16.2	4	10.8	2.7
	2011	35	33	94.3	24	68.6	6	17.1	29	82.9	11	31.4	1	2.9	0.0
5	2009	31	30	96.8	11	35.5	4	12.9	20	64.5	7	22.6	1	3.2	3.2
	2010	47	43	91.5	22	46.8	11	23.4	36	76.6	8	17.0	2	4.3	2.1
	2011	36	35	97.2	22	61.1	7	19.4	28	77.8	5	13.9	3	8.3	8.3
PK-5	2009	286	265	92.7	164	57.3	33	11.5	218	76.2	21	7.3	60	21.0	4.2
	2010	285	263	92.3	174	61.1	38	13.3	218	76.5	27	9.5	59	20.7	3.2
	2011	266	252	94.7	184	69.2	38	14.3	214	80.5	32	12.0	54	20.3	4.9

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	47.3	13,515.0	45.5	96.1	12,939.1	95.7	5	10.6	22.3	45	11,501	95.1	85.1
	2010	44.7	13,234.2	43.0	96.2	12,616.4	95.3	9	20.1	21.7	40	11,233	89.4	84.9
	2011	44.4	13,210.6	42.4	95.4	12,645.0	95.7	10	22.5	21.5	39	11,602	87.8	87.8
1	2009	48.4	14,250.8	46.3	95.6	13,719.9	96.3	6	12.4	20.5	40	12,300	82.7	86.3
	2010	52.7	13,848.4	50.9	96.7	13,286.3	95.9	6	11.4	20.3	47	11,978	89.3	86.5
	2011	45.0	13,458.2	43.3	96.2	12,967.0	96.4	6	13.3	19.0	41	12,047	91.2	89.5
2	2009	43.9	13,950.1	42.3	96.4	13,499.0	96.8	8	18.2	18.5	39	12,231	88.9	87.7
	2010	39.5	13,440.8	38.4	97.0	12,947.4	96.3	6	15.2	19.2	38	11,794	96.1	87.7
	2011	50.4	13,012.8	49.0	97.3	12,592.7	96.8	5	9.9	17.1	46	11,853	91.3	91.1
3	2009	44.0	13,095.5	42.5	96.8	12,710.6	97.1	12	27.3	18.2	39	11,634	88.7	88.8
	2010	39.8	13,291.1	38.0	95.7	12,853.9	96.7	7	17.6	17.8	34	11,815	85.5	88.9
	2011	30.2	12,619.0	29.4	97.6	12,254.0	97.1	3	9.9	16.7	29	11,604	96.2	92.0
4	2009	46.0	12,156.4	43.9	95.6	11,789.9	97.0	7	15.2	17.9	41	10,731	89.2	88.3
	2010	36.1	12,299.7	35.3	97.7	11,900.0	96.8	7	19.4	17.3	34	10,987	94.1	89.3
	2011	34.6	12,506.4	33.4	96.5	12,149.9	97.1	4	11.6	15.7	33	11,544	95.3	92.3
5	2009	31.3	11,903.5	30.5	97.7	11,552.9	97.1	5	16.0	17.3	31	10,563	99.2	88.7
	2010	45.1	11,687.8	43.3	96.0	11,310.1	96.8	4	8.9	17.1	43	10,453	95.4	89.4
	2011	34.7	11,742.5	33.7	97.2	11,419.3	97.2	1	2.9	8.3	30	10,892	86.4	92.8
KN-5	2009	271.3	83,476.5	261.2	96.3	80,586.5	96.5	67	24.7	30.6	255	76,517	94.0	91.7
	2010	257.9	77,802.0	248.9	96.5	74,914.0	96.3	39	15.1	18.9	236	68,260	91.5	87.7
	2011	239.3	76,549.5	231.2	96.6	74,027.9	96.7	29	12.1	16.6	218	69,542	91.1	90.8

Teachers: 26

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	4	15.4
Hispanic	9	34.6
White	10	38.5
Multiple categories	2	7.7
Other	1	3.8

Gender	Number	Percentage
Female	21	80.8
Male	5	19.2

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	8.6	NA
2009-10	5.3	NA
2010-11	6.3	82.6

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	7.7
1	4	15.4
2	2	7.7
3	1	3.8
4	1	3.8
5	2	7.7
1-3	7	26.9
More than 3	17	65.4
1 - 5	10	38.5
6 - 10	3	11.5
11 - 20	5	19.2
More than 20	6	23.1

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009		*	84.6	86.7	*	*	66.7		72.7	100.0	83.3	87.3	18
	2010	*	*	45.5	50.0	*	*	44.4		37.5	71.4	53.3	85.4	15
	2011	*		72.7	72.7	*	*	66.7		100.0	57.1	78.6	82.0	14
4	2009	*	*	67.6	66.7	*	76.5	64.3		70.4	53.8	65.0	75.8	40
	2010		*	66.7	64.7	*	*	25.0		55.6	60.0	57.9	77.9	19
	2011	*		54.5	53.8	*	28.6	33.3		62.5	*	53.8	78.6	13
5	2009		*	87.5	88.0		75.0	81.3		86.7	90.9	88.5	82.9	26
	2010	*	*	82.9	81.1	*	77.3	76.9		84.6	78.6	82.5	86.1	40
	2011		*	86.7	86.7	*	*	75.0		80.0	100.0	87.5	89.0	16
3-5	2009	*	72.7	77.5	77.6	*	78.6	69.8		75.5	77.4	76.2	81.5	84
	2010	*	50.0	72.1	70.6	54.5	64.5	60.5		69.8	71.0	70.3	83.4	74
	2011	*	*	73.0	71.8	*	50.0	57.7		80.0	66.7	74.4	83.6	43

NUMBER TESTED IN GRADES 3-5													
2009	2	11	71	76	5	28	53	0	53	31	84	28,126	
2010	3	10	61	68	11	31	43	0	43	31	74	24,751	
2011	3	1	37	39	3	14	26	0	25	18	43	22,181	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009		*	2	2	*	*	3		3	0	3	960	18
	2010	*	*	6	7	*	*	5		5	2	7	1,039	15
	2011	*		3	3	*	*	3		0	3	3	1,214	14
4	2009	*	*	11	12	*	4	10		8	6	14	2,449	40
	2010		*	5	6	*	*	6		4	4	8	1,640	19
	2011	*		5	6	*	5	6		3	*	6	1,506	13
5	2009		*	3	3		2	3		2	1	3	1,793	26
	2010	*	*	6	7	*	5	6		4	3	7	1,427	40
	2011		*	2	2	*	*	2		2	0	2	919	16
3-5	2009	*	3	16	17	*	6	16		13	7	20	5,202	84
	2010	*	5	17	20	5	11	17		13	9	22	4,106	74
	2011	*	*	10	11	*	7	11		5	6	11	3,639	43

NUMBER TESTED IN GRADES 3-5													
2009	2	11	71	76	5	28	53	0	53	31	84	28,126	
2010	3	10	61	68	11	31	43	0	43	31	74	24,751	
2011	3	1	37	39	3	14	26	0	25	18	43	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	78.9	78.6	77.8	83.3
	2010	69.3	66.7	57.8	61.7
	2011	79.0	82.7	79.8	76.8
4	2009	73.2	65.6	68.6	68.3
	2010	69.8	75.0	75.2	62.1
	2011	74.9	70.2	78.0	69.2
5	2009	80.5	79.8	79.3	75.7
	2010	77.5	80.6	76.9	73.7
	2011	87.0	82.0	78.1	76.0
3-5	2009	76.7	72.8	73.9	73.8
	2010	73.9	76.4	72.6	68.3
	2011	80.8	78.7	78.6	74.2

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		*	15.4	13.3	*	*	0.0		0.0	42.9	16.7	34.1	18
	2010	*	*	9.1	7.1	*	*	11.1		0.0	28.6	13.3	37.1	15
	2011	*		27.3	27.3	*	*	0.0		57.1	14.3	35.7	33.6	14
4	2009	*	*	2.9	0.0	*	0.0	0.0		3.7	0.0	2.5	18.4	40
	2010		*	0.0	0.0	*	*	0.0		0.0	0.0	0.0	19.4	19
	2011	*		9.1	7.7	*	0.0	0.0		12.5	*	7.7	27.7	13
5	2009		*	12.5	16.0		0.0	0.0		13.3	27.3	19.2	18.5	26
	2010	*	*	2.9	8.1	*	0.0	7.7		11.5	0.0	7.5	23.6	40
	2011		*	20.0	20.0	*	*	0.0		10.0	50.0	25.0	28.1	16
3-5	2009	*	27.3	8.5	7.9	*	0.0	0.0		5.7	19.4	10.7	22.7	84
	2010	*	20.0	3.3	5.9	0.0	0.0	7.0		7.0	6.5	6.8	26.2	74
	2011	*	*	18.9	17.9	*	0.0	0.0		24.0	22.2	23.3	29.7	43

NUMBER TESTED IN GRADES 3-5													
2009	2	11	71	76	5	28	53	0	53	31	84	28,126	
2010	3	10	61	68	11	31	43	0	43	31	74	24,751	
2011	3	1	37	39	3	14	26	0	25	18	43	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		*	80.0	78.1	*	80.0	73.1		84.2	75.0	80.0	77.3	35
	2010	*	*	69.0	67.7	*	66.7	38.5		73.7	64.3	69.7	78.2	33
	2011	*		69.2	69.2	*	68.8	70.8		92.3	56.3	72.4	80.7	29
4	2009	*	*	60.0	54.1	*	66.7	51.7		59.3	50.0	56.1	79.4	41
	2010		*	88.9	86.2	*	93.8	76.9		86.7	87.5	87.1	81.8	31
	2011	*	*	88.0	88.9	*	85.0	87.0		92.9	85.7	89.3	82.6	28
5	2009		*	70.8	72.0		50.0	56.3		73.3	72.7	73.1	87.0	26
	2010	*	*	86.5	84.6	85.7	81.8	82.1		89.3	78.6	85.7	87.7	42
	2011		*	96.2	96.2	*	100.0	94.4		92.9	100.0	96.3	88.7	27
3-5	2009	*	54.5	69.7	67.0	*	69.6	60.6		70.5	65.9	68.6	81.0	102
	2010	*	70.0	81.7	79.8	76.9	79.7	70.4		83.9	77.3	81.1	82.3	106
	2011	*	*	84.4	84.8	*	84.6	83.1		92.7	79.1	85.7	83.9	84

NUMBER TESTED IN GRADES 3-5													
2009	2	11	89	94	5	46	71	0	61	41	102	33,546	
2010	3	10	93	99	13	59	54	0	62	44	106	34,834	
2011	3	2	77	79	3	52	65	0	41	43	84	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		*	6	7	*	4	7		3	4	7	2,781	35
	2010	*	*	9	10	*	7	8		5	5	10	2,739	33
	2011	*		8	8	*	5	7		1	7	8	2,370	29
4	2009	*	*	14	17	*	6	14		11	7	18	2,196	41
	2010		*	3	4	*	1	3		2	2	4	2,101	31
	2011	*	*	3	3	*	3	3		1	2	3	2,100	28
5	2009		*	7	7		4	7		4	3	7	1,386	26
	2010	*	*	5	6	1	4	5		3	3	6	1,314	42
	2011		*	1	1	*	0	1		1	0	1	1,274	27
3-5	2009	*	5	27	31	*	14	28		18	14	32	6,363	102
	2010	*	3	17	20	3	12	16		10	10	20	6,154	106
	2011	*	*	12	12	*	8	11		3	9	12	5,744	84

NUMBER TESTED IN GRADES 3-5													
2009	2	11	89	94	5	46	71	0	61	41	102	33,546	
2010	3	10	93	99	13	59	54	0	62	44	106	34,834	
2011	3	2	77	79	3	52	65	0	41	43	84	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	83.4	77.6	88.6	83.8	83.6	67.1
	2010	76.4	72.7	83.3	72.7	75.8	63.3
	2011	80.3	79.9	89.1	74.7	81.9	60.3
4	2009	77.6	70.7	73.6	71.1	71.3	55.2
	2010	84.5	85.7	82.3	79.6	81.5	73.4
	2011	87.3	90.3	81.0	81.5	87.5	76.8
5	2009	71.3	72.5	83.0	70.3	71.2	74.0
	2010	72.7	76.9	86.1	81.3	81.5	66.7
	2011	82.8	78.8	82.5	74.1	83.3	76.4
3-5	2009	78.0	73.6	81.1	75.3	75.5	64.1
	2010	77.3	78.2	84.1	78.1	79.7	67.6
	2011	83.5	83.0	84.3	76.8	84.2	71.0

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009		*	30.0	28.1	*	15.0	19.2		21.1	37.5	28.6	29.0	35
	2010	*	*	31.0	29.0	*	33.3	0.0		31.6	35.7	33.3	21.3	33
	2011	*		19.2	19.2	*	31.3	20.8		30.8	18.8	24.1	24.4	29
4	2009	*	*	22.9	21.6	*	16.7	17.2		25.9	14.3	22.0	31.6	41
	2010		*	37.0	34.5	*	31.3	15.4		26.7	37.5	32.3	29.1	31
	2011	*	*	36.0	33.3	*	40.0	34.8		28.6	42.9	35.7	31.3	28
5	2009		*	20.8	20.0		0.0	6.3		26.7	18.2	23.1	38.4	26
	2010	*	*	32.4	28.2	14.3	36.4	7.1		25.0	35.7	28.6	34.5	42
	2011		*	30.8	30.8	*	25.0	22.2		21.4	38.5	29.6	32.5	27
3-5	2009	*	18.2	24.7	23.4	*	13.0	15.5		24.6	24.4	24.5	32.8	102
	2010	*	10.0	33.3	30.3	15.4	33.9	7.4		27.4	36.4	31.1	27.9	106
	2011	*	*	28.6	27.8	*	32.7	26.2		26.8	32.6	29.8	29.3	84

NUMBER TESTED IN GRADES 3-5													
2009	2	11	89	94	5	46	71	0	61	41	102	33,546	
2010	3	10	93	99	13	59	54	0	62	44	106	34,834	
2011	3	2	77	79	3	52	65	0	41	43	84	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	*	*	79.4	77.8	*	83.3	71.4		76.9	78.6	77.5	87.4	40
	2010		*	100.0	100.0	*	*	100.0		100.0	100.0	100.0	89.8	17
	2011	*	*	70.0	69.2	*	83.3	66.7		57.1	83.3	69.2	86.9	13

NUMBER TESTED IN GRADE 4													
2009	2	4	34	36	1	18	28	0	26	14	40	10,032	
2010	0	3	14	15	4	4	7	0	8	9	17	7,294	
2011	2	1	10	13	1	6	9	0	7	6	13	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	*	*	7	8	*	3	8		6	3	9	1,264	40
	2010		*	0	0	*	*	0		0	0	0	744	17
	2011	*	*	3	4	*	1	3		3	1	4	908	13

NUMBER TESTED IN GRADE 4													
2009	2	4	34	36	1	18	28	0	26	14	40	10,032	
2010	0	3	14	15	4	4	7	0	8	9	17	7,294	
2011	2	1	10	13	1	6	9	0	7	6	13	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	80.6	79.7	81.9	86.6
	2010	2.3	66.2	77.9	84.6	83.8
	2011	1.8	69.2	86.5	76.9	78.8

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	*	*	23.5	19.4	*	27.8	17.9		19.2	21.4	20.0	21.0	40
	2010		*	14.3	13.3	*	*	0.0		12.5	11.1	11.8	23.8	17
	2011	*	*	20.0	15.4	*	16.7	11.1		14.3	16.7	15.4	22.4	13

NUMBER TESTED IN GRADE 4													
2009	2	4	34	36	1	18	28	0	26	14	40	10,032	
2010	0	3	14	15	4	4	7	0	8	9	17	7,294	
2011	2	1	10	13	1	6	9	0	7	6	13	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		*	58.3	60.0		25.0	37.5		80.0	36.4	61.5	75.9	26
	2010	*	*	81.6	80.0	100.0	77.3	72.4		86.2	71.4	81.4	81.4	43
	2011		*	83.9	83.9	*	84.2	79.2		82.4	86.7	84.4	80.9	32

NUMBER TESTED IN GRADE 5													
2009	0	2	24	25	0	8	16	0	15	11	26	10,550	
2010	2	3	38	40	7	22	29	0	29	14	43	10,576	
2011	0	1	31	31	5	19	24	0	17	15	32	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		*	10	10		6	10		3	7	10	2,542	26
	2010	*	*	7	8	0	5	8		4	4	8	1,965	43
	2011		*	5	5	*	3	5		3	2	5	1,942	32

NUMBER TESTED IN GRADE 5													
2009	0	2	24	25	0	8	16	0	15	11	26	10,550	
2010	2	3	38	40	7	22	29	0	29	14	43	10,576	
2011	0	1	31	31	5	19	24	0	17	15	32	10,176	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	85.2	82.5	76.9	62.4
	2010	78.2	82.7	88.9	79.8
	2011	78.4	82.6	83.3	82.6

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2009		*	20.8	20.0		0.0	6.3		26.7	18.2	23.1	29.1	26
	2010	*	*	36.8	37.5	0.0	40.9	24.1		48.3	14.3	37.2	32.8	43
	2011		*	19.4	19.4	*	21.1	16.7		11.8	26.7	18.8	34.0	32

NUMBER TESTED IN GRADES 5													
2009	0	2	24	25	0	8	16	0	15	11	26	10,550	
2010	2	3	38	40	7	22	29	0	29	14	43	10,576	
2011	0	1	31	31	5	19	24	0	17	15	32	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			68.8	68.8		68.8	68.8		50.0	87.5	68.8	89.4	16
	2010			72.2	70.6		68.8	*		63.6	85.7	72.2	84.5	18
	2011			100.0	100.0		100.0	100.0		100.0	100.0	100.0	87.2	15
4	2009												72.7	0
	2010			78.6	78.6		76.9	*		57.1	100.0	78.6	84.4	14
	2011			87.5	86.7	*	86.7	86.7		85.7	88.9	87.5	85.0	16
5	2009			*	*		*	*			*	*	79.7	1
	2010												80.3	0
	2011			100.0	100.0		100.0	100.0		*	100.0	100.0	86.3	12
ALL	2009			70.6	70.6		70.6	70.6		50.0	88.9	70.6	—	17
	2010			75.0	74.2		72.4	22.2		61.1	92.9	75.0	—	32
	2011			95.3	95.2	*	95.1	95.1		94.4	96.0	95.3	—	43

NUMBER TESTED IN GRADES ALL													
2009	0	0	17	17	0	17	17	0	8	9	17	—	
2010	0	0	32	31	0	29	9	0	18	14	32	—	
2011	0	0	43	42	1	41	41	0	18	25	43	—	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009			5	5		5	5		4	1	5	514	16
	2010			5	5		5	*		4	1	5	863	18
	2011			0	0		0	0		0	0	0	710	15
4	2009												268	0
	2010			3	3		3	*		3	0	3	651	14
	2011			2	2	*	2	2		1	1	2	755	16
5	2009			*	*		*	*			*	*	86	1
	2010												120	0
	2011			0	0		0	0		*	0	0	398	12
ALL	2009			5	5		5	5		4	1	5	—	17
	2010			8	8		8	7		7	1	8	—	32
	2011			2	2	*	2	2		1	1	2	—	43

NUMBER TESTED IN GRADES ALL													
2009	0	0	17	17	0	17	17	0	8	9	17	—	
2010	0	0	32	31	0	29	9	0	18	14	32	—	
2011	0	0	43	42	1	41	41	0	18	25	43	—	

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	72.9	73.2	67.7	70.3
	2010	70.7	79.4	79.6	76.4
	2011	77.3	94.3	80.0	88.3
4	2009				
	2010	78.6	77.7	79.6	79.3
	2011	84.6	89.8	87.5	83.1
5	2009	*	*	*	*
	2010				
	2011	76.9	78.1	79.2	80.1
ALL	2009	74.1	74.1	68.1	71.2
	2010	74.2	78.6	79.6	77.7
	2011	79.9	88.1	82.6	84.1

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			6.3	6.3		6.3	6.3		0.0	12.5	6.3	30.6	16
	2010			44.4	41.2		43.8	*		27.3	71.4	44.4	39.6	18
	2011			46.7	46.7		50.0	46.7		16.7	66.7	46.7	43.5	15
4	2009												21.1	0
	2010			35.7	35.7		38.5	*		57.1	14.3	35.7	34.4	14
	2011			75.0	73.3	*	73.3	73.3		57.1	88.9	75.0	38.5	16
5	2009			*	*		*	*			*	*	15.3	1
	2010												21.2	0
	2011			25.0	25.0		25.0	27.3		*	28.6	25.0	29.0	12
ALL	2009			5.9	5.9		5.9	5.9		0.0	11.1	5.9	—	17
	2010			40.6	38.7		41.4	0.0		38.9	42.9	40.6	—	32
	2011			51.2	50.0	*	51.2	51.2		33.3	64.0	51.2	—	43

NUMBER TESTED IN ALL GRADES													
2009	0	0	17	17	0	17	17	0	8	9	17	—	
2010	0	0	32	31	0	29	9	0	18	14	32	—	
2011	0	0	43	42	1	41	41	0	18	25	43	—	

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			93.3	93.3		92.3	*		87.5	100.0	93.3	93.7	15
	2011			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	93.2	16

NUMBER TESTED IN GRADE 4														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	15	15	0	13	5	0	8	7	15	15	15	4,216
2011	0	0	16	15	1	15	15	0	7	9	16	16	16	5,054

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Spec Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009												127	0
	2010			1	1		1	*		1	0	1	266	15
	2011			0	0	*	0	0		0	0	0	346	16

NUMBER TESTED IN GRADE 4													
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	15	15	0	13	5	0	8	7	15	4,216	
2011	0	0	16	15	1	15	15	0	7	9	16	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	2.1	90.0	92.5	86.7	85.0
	2011	2.2	90.6	96.9	94.5	89.1

¹Average rating on written composition. TAKS compositions are rated on a scale of 1 to 4.

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009												20.4	0
	2010			13.3	13.3		7.7	*		0.0	28.6	13.3	30.4	15
	2011			18.8	13.3	*	20.0	20.0		14.3	22.2	18.8	27.7	16

NUMBER TESTED IN GRADE 4														
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	15	15	0	13	5	0	8	7	15	15	15	4,216
2011	0	0	16	15	1	15	15	0	7	9	16	16	16	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		*	*	100.0	100.0	*	100.0		*	*	100.0	87.7	7
	2010		*	*	*	*	*	*		*	*	*	81.1	4
	2011		*	*	*	*	*	*		*	*	*	81.7	3
4	2009	*	*	*	*	83.3	*	*		*	*	83.3	71.8	6
	2010		*	*	*	*	*	*		*	*	*	75.8	2
	2011		*	*	*	*	*	*		*	*	*	76.6	4
5	2009			*	*	*					*	*	80.3	1
	2010		*	*	66.7	71.4		66.7		*	*	71.4	93.9	7
	2011		*	*	100.0	100.0	*	100.0		*	*	100.0	95.1	6
3-5	2009	*	85.7	100.0	91.7	92.9	*	90.9		100.0	87.5	92.9	79.2	14
	2010		*	62.5	66.7	69.2	*	72.7		87.5	*	69.2	84.8	13
	2011		*	77.8	84.6	84.6	*	91.7		66.7	100.0	84.6	84.8	13

NUMBER TESTED IN GRADES 3-5													
2009	1	7	6	12	14	4	11	0	6	8	14	1,867	
2010	0	5	8	12	13	2	11	0	8	5	13	1,749	
2011	0	4	9	13	13	5	12	0	6	7	13	1,438	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009		*	*	0	0	*	0		*	*	0	60	7
	2010		*	*	*	*	*	*		*	*	*	96	4
	2011		*	*	*	*	*	*		*	*	*	69	3
4	2009	*	*	*	*	1	*	*		*	*	1	192	6
	2010		*	*	*	*	*	*		*	*	*	126	2
	2011		*	*	*	*	*	*		*	*	*	123	4
5	2009			*	*	*					*	*	137	1
	2010		*	*	2	2		2		*	*	2	44	7
	2011		*	*	0	0	*	0		*	*	0	26	6
3-5	2009	*	1	0	1	1	*	1		0	1	1	389	14
	2010		*	3	4	4	*	3		1	*	4	266	13
	2011		*	2	2	2	*	1		2	0	2	218	13

NUMBER TESTED IN GRADES 3-5													
2009	1	7	6	12	14	4	11	0	6	8	14	1,867	
2010	0	5	8	12	13	2	11	0	8	5	13	1,749	
2011	0	4	9	13	13	5	12	0	6	7	13	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	71.4	81.0	60.0	61.9
	2010	*	*	*	*
	2011	*	*	*	*
4	2009	75.0	69.4	63.9	64.6
	2010	*	*	*	*
	2011	*	*	*	*
5	2009	*	*	*	*
	2010	59.7	71.4	50.0	50.6
	2011	80.3	75.0	66.7	71.2
3-5	2009	73.7	76.2	62.1	65.1
	2010	53.5	70.5	47.2	49.1
	2011	70.9	73.1	63.3	65.9

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		*	*	14.3	14.3	*	14.3		*	*	14.3	16.2	7
	2010		*	*	*	*	*	*		*	*	*	19.1	4
	2011		*	*	*	*	*	*		*	*	*	20.9	3
4	2009	*	*	*	*	16.7	*	*		*	*	16.7	8.9	6
	2010		*	*	*	*	*	*		*	*	*	15.2	2
	2011		*	*	*	*	*	*		*	*	*	13.7	4
5	2009			*	*	*					*	*	14.1	1
	2010		*	*	0.0	0.0		0.0		*	*	0.0	15.4	7
	2011		*	*	16.7	16.7	*	16.7		*	*	16.7	16.5	6
3-5	2009	*	14.3	16.7	16.7	14.3	*	18.2		0.0	25.0	14.3	12.7	14
	2010		*	0.0	0.0	0.0	*	0.0		0.0	*	0.0	16.4	13
	2011		*	22.2	15.4	15.4	*	16.7		16.7	14.3	15.4	16.6	13

NUMBER TESTED IN GRADES 3-5													
2009	1	7	6	12	14	4	11	0	6	8	14	1,867	
2010	0	5	8	12	13	2	11	0	8	5	13	1,749	
2011	0	4	9	13	13	5	12	0	6	7	13	1,438	

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009		*	*	100.0	100.0	*	100.0		*	*	100.0	81.2	7
	2010		*	*	*	*	*	*		*	*	*	78.3	4
	2011		*	*	*	*	*	*		*	*	*	82.7	3
4	2009	*	*	*	*	100.0	*	*		*	*	100.0	75.8	6
	2010		*	*	*	*	*	*		*	*	*	80.6	2
	2011		*	*	*	100.0	*	*		*	*	100.0	80.2	6
5	2009		*	*	*	*				*	*	*	80.2	4
	2010		*	*	*	*		*		*	*	*	86.4	5
	2011		*	*	100.0	100.0	*	100.0		*	*	100.0	88.1	6
3-5	2009	*	100.0	100.0	100.0	100.0	*	100.0		100.0	*	100.0	78.8	17
	2010		*	83.3	90.0	90.9	*	88.9		83.3	*	90.9	82.4	11
	2011		*	100.0	100.0	100.0	100.0	100.0		100.0	100.0	100.0	83.8	15

NUMBER TESTED IN GRADES 3-5													
2009	1	8	8	15	17	4	11	0	8	9	17	1,743	
2010	0	5	6	10	11	2	9	0	6	5	11	1,615	
2011	0	3	12	14	15	7	14	0	8	7	15	1,379	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009		*	*	0	0	*	0		*	*	0	85	7
	2010		*	*	*	*	*	*		*	*	*	102	4
	2011		*	*	*	*	*	*		*	*	*	63	3
4	2009	*	*	*	*	0	*	*		*	*	0	157	6
	2010		*	*	*	*	*	*		*	*	*	92	2
	2011		*	*	*	0	*	*		*	*	0	101	6
5	2009		*	*	*	*				*	*	*	127	4
	2010		*	*	*	*		*		*	*	*	91	5
	2011		*	*	0	0	*	0		*	*	0	60	6
3-5	2009	*	0	0	0	0	*	0		0	0	0	369	17
	2010		*	1	1	1	*	1		1	*	1	285	11
	2011		*	0	0	0	0	0		0	0	0	224	15

NUMBER TESTED IN GRADES 3-5													
2009	1	8	8	15	17	4	11	0	8	9	17	1,743	
2010	0	5	6	10	11	2	9	0	6	5	11	1,615	
2011	0	3	12	14	15	7	14	0	8	7	15	1,379	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2009	80.4	77.1	80.0	94.3	66.7	52.4
	2010	*	*	*	*	*	*
	2011	*	*	*	*	*	*
4	2009	83.3	80.6	70.0	76.7	61.1	77.8
	2010	*	*	*	*	*	*
	2011	66.7	58.3	60.0	43.3	50.0	55.6
5	2009	*	*	*	*	*	*
	2010	*	*	*	*	*	*
	2011	70.4	61.1	77.8	69.4	100.0	73.3
3-5	2009	80.1	80.8	73.3	87.5	66.7	69.0
	2010	68.9	72.7	79.4	60.3	60.6	58.8
	2011	70.6	61.1	75.1	58.4	77.8	68.2

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		*	*	42.9	42.9	*	42.9		*	*	42.9	22.3	7
	2010		*	*	*	*	*	*		*	*	*	13.4	4
	2011		*	*	*	*	*	*		*	*	*	20.6	3
4	2009	*	*	*	*	50.0	*	*		*	*	50.0	14.0	6
	2010		*	*	*	*	*	*		*	*	*	20.2	2
	2011		*	*	*	33.3	*	*		*	*	33.3	25.3	6
5	2009		*	*	*	*				*	*	*	17.2	4
	2010		*	*	*	*		*		*	*	*	18.9	5
	2011		*	*	0.0	0.0	*	0.0		*	*	0.0	20.0	6
3-5	2009	*	37.5	37.5	40.0	41.2	*	45.5		37.5	44.4	41.2	17.3	17
	2010		*	0.0	10.0	18.2	*	11.1		0.0	*	18.2	17.7	11
	2011		*	16.7	14.3	13.3	28.6	14.3		12.5	14.3	13.3	22.1	15

NUMBER TESTED IN GRADES 3-5													
2009	1	8	8	15	17	4	11	0	8	9	17	1,743	
2010	0	5	6	10	11	2	9	0	6	5	11	1,615	
2011	0	3	12	14	15	7	14	0	8	7	15	1,379	

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	44.4	60.0	52.6	61.2	19
	2011	33.3	100.0	66.7	63.3	12
1	2009	83.3	84.6	84.2	54.2	19
	2010	33.3	60.0	47.4	55.2	19
	2011	0.0	73.3	45.8	58.1	24
2	2009	13.3	66.7	28.6	47.9	21
	2010	40.0	62.5	50.0	48.6	18
	2011	21.4	*	38.9	50.7	18
5	2009					0
	2010					0
	2011	8.3	37.5	20.0	36.2	20
1-5	2009	33.3	78.9	55.0	51.0	40
	2010	36.8	61.1	48.6	51.9	37
	2011	11.4	66.7	35.5	47.2	62

Number Tested	2009	21	19	40	15,925	
	2010	28	28	56	20,252	
	2011	41	33	74	29,763	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009	28.9	70.0	37.5	52.8	48
	2010	43.3	61.5	48.8	51.2	43
	2011	5.6	77.8	20.5	56.8	44
1	2009	16.7	53.8	42.1	50.4	19
	2010	53.7	81.8	59.6	48.8	52
	2011	61.3	86.7	69.6	53.1	46
2	2009	25.0	85.7	43.5	53.2	23
	2010	45.5	66.7	50.0	54.6	42
	2011	57.8	100.0	62.7	56.8	51
5	2009					0
	2010					0
	2011	16.7	37.5	21.9	44.8	32
K-5	2009	26.7	66.7	40.0	52.3	90
	2010	48.1	69.7	53.3	51.5	137
	2011	37.5	76.3	46.2	53.3	173

Number Tested	2009	60	30	90	30,563	
	2010	104	33	137	40,163	
	2011	136	38	173	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	*	*	50.0	56.3	0.0	*	44.4		55.6	50.0	52.6	61.2	19
	2011		*	60.0	66.7	*	*	33.3		50.0	83.3	66.7	63.3	12
1	2009	*	*	83.3	81.3	*	*	83.3		87.5	81.8	84.2	54.2	19
	2010	*	*	38.5	50.0	*	*	33.3		60.0	33.3	47.4	55.2	19
	2011	*	*	47.4	57.9	9.1	*	0.0		28.6	70.0	45.8	58.1	24
2	2009		*	26.7	22.2	*	*	13.3		20.0	36.4	28.6	47.9	21
	2010	*	*	41.7	50.0	*	*	40.0		63.6	28.6	50.0	48.6	18
	2011	*	*	26.7	41.2	*	25.0	21.4		45.5	28.6	38.9	50.7	18
1-2	2009	*	55.6	51.9	50.0	50.0	42.9	33.3		50.0	59.1	55.0	51.0	40
	2010	*	62.5	40.0	50.0	33.3	50.0	36.8		61.9	31.3	48.6	51.9	37
	2011	*	*	38.2	50.0	6.7	15.4	13.0		36.0	52.9	42.9	54.4	42
5	2009													0
	2010													0
	2011		*	17.6	21.1	0.0	0.0	8.3		0.0	44.4	20.0	36.2	20
1-5	2009	*	55.6	51.9	50.0	50.0	42.9	33.3		50.0	59.1	55.0	51.0	40
	2010	*	62.5	40.0	50.0	33.3	50.0	36.8		61.9	31.3	48.6	51.9	37
	2011	*	42.9	31.4	40.0	4.5	10.5	11.4		25.0	50.0	35.5	47.2	62

Number Tested	2009	2	9	27	34	8	7	21	0	18	22	40	14,637
	2010	3	8	25	32	6	6	19	0	21	16	37	13,990
	2011	4	7	51	55	22	19	35	0	36	26	62	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	5	0	*	0		3	2	5	1,717	19
	2011		*	2	3	*	*	0		1	2	3	2,106	12
1	2009	*	*	3	5	*	*	3		4	4	8	1,659	19
	2010	*	*	1	3	*	*	0		2	1	3	1,729	19
	2011	*	*	3	5	1	*	0		2	3	5	1,963	24
2	2009		*	0	0	*	*	0		0	0	0	1,027	21
	2010	*	*	0	1	*	*	0		2	0	2	954	18
	2011	*	*	0	1	*	0	0		1	0	1	1,020	18
1-2	2009	*	2	3	5	2	1	3		4	4	8	2,688	40
	2010	*	2	1	4	0	0	0		4	1	5	2,683	37
	2011	*	*	3	6	1	0	0		3	3	6	2,983	42
5	2009													0
	2010													0
	2011		*	1	1	0	0	0		0	1	1	701	20
1-5	2009	*	2	3	5	2	1	3		4	4	8	2,688	40
	2010	*	2	1	4	0	0	0		4	1	5	2,683	37
	2011	*	0	4	7	1	0	0		3	4	7	3,694	62

Number Tested	2009	2	9	27	34	8	7	21	0	18	22	40	14,637
	2010	3	8	25	32	6	6	19	0	21	16	37	13,990
	2011	4	7	51	55	22	19	35	0	36	26	62	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	*	66.7	31.7	37.5	*	26.5	28.9		42.1	34.5	37.5	52.8	48
	2010	*	*	52.9	51.3	0.0	41.7	43.3		38.9	56.0	48.8	51.2	43
	2011		*	16.7	20.5	*	5.9	5.6		17.6	22.2	20.5	56.8	44
1	2009	*	*	33.3	31.3	*	*	16.7		37.5	45.5	42.1	50.4	19
	2010	*	*	58.7	59.2	*	52.8	53.7		65.2	55.2	59.6	48.8	52
	2011	*	*	68.3	70.7	63.6	63.0	61.3		71.4	68.0	69.6	53.1	46
2	2009	*	*	37.5	40.0	*	*	25.0		54.5	33.3	43.5	53.2	23
	2010	*	*	47.2	50.0	0.0	48.0	45.5		54.2	44.4	50.0	54.6	42
	2011	*	*	62.5	63.3	0.0	60.0	57.8		50.0	74.1	62.7	56.8	51
K-2	2009	*	53.3	33.3	36.9	27.3	21.4	26.7		44.7	36.5	40.0	52.3	90
	2010	50.0	50.0	53.4	54.0	7.1	48.2	48.1		53.8	52.8	53.3	51.5	137
	2011	*	66.7	49.6	51.5	31.8	42.6	42.0		48.4	54.4	51.8	55.6	141
5	2009													0
	2010													0
	2011		*	23.3	22.6	0.0	21.1	16.7		17.6	26.7	21.9	44.8	32
K-5	2009	*	53.3	33.3	36.9	27.3	21.4	26.7		44.7	36.5	40.0	52.3	90
	2010	50.0	50.0	53.4	54.0	7.1	48.2	48.1		53.8	52.8	53.3	51.5	137
	2011	*	50.0	44.7	46.1	25.0	39.2	37.5		41.8	50.0	46.2	53.3	173

Number Tested	2009	4	15	69	84	11	42	60	0	38	52	90	30,563
	2010	8	12	116	126	14	85	104	0	65	72	137	40,163
	2011	4	8	161	165	28	120	136	0	79	94	173	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	*	1	0	2	*	0	0		2	0	2	2,455	48
	2010	*	*	5	5	0	1	2		3	2	5	2,358	43
	2011		*	3	3	*	0	0		2	1	3	2,815	44
1	2009	*	*	0	0	*	*	0		2	0	2	1,577	19
	2010	*	*	5	6	*	3	4		5	2	7	2,266	52
	2011	*	*	11	11	2	6	6		6	5	11	2,716	46
2	2009	*	*	0	2	*	*	1		1	2	3	1,686	23
	2010	*	*	1	1	0	1	1		2	1	3	2,484	42
	2011	*	*	12	14	0	9	9		6	8	14	2,746	51
K-2	2009	*	3	0	4	1	0	1		5	2	7	5,718	90
	2010	2	1	11	12	0	5	7		10	5	15	7,108	137
	2011	*	1	26	28	2	15	15		14	14	28	8,277	141
5	2009													0
	2010													0
	2011		*	2	2	0	0	0		0	2	2	1,395	32
K-5	2009	*	3	0	4	1	0	1		5	2	7	5,718	90
	2010	2	1	11	12	0	5	7		10	5	15	7,108	137
	2011	*	1	28	30	2	15	15		14	16	30	9,696	173

Number Tested	2009	4	15	69	84	11	42	60	0	38	52	90	30,563
	2010	8	12	116	126	14	85	104	0	65	72	137	40,163
	2011	4	8	161	165	28	120	136	0	79	94	173	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	*	*	55.0	58.1	*	56.7	54.5		63.6	56.0	59.6	66.0	47
	2010	*	*	73.3	72.9	*	68.6	71.8		76.2	70.0	72.5	63.5	51
	2011	*	*	78.0	75.6	63.6	70.4	71.0		71.4	80.0	76.1	66.7	46
2	2009	*	*	55.0	55.8	*	55.6	52.6		51.9	60.0	55.3	60.9	47
	2010	*	*	50.0	47.4	16.7	48.0	45.5		50.0	50.0	50.0	61.4	42
	2011	*	*	66.7	65.3	16.7	62.5	62.2		66.7	66.7	66.7	62.0	51
1-2	2009	*	55.6	55.0	57.0	25.0	56.1	53.5		57.1	57.8	57.4	63.5	94
	2010	*	37.5	63.0	61.6	28.6	60.0	59.7		62.2	62.5	62.4	62.5	93
	2011	*	*	71.9	70.0	47.1	65.7	65.8		68.9	73.1	71.1	64.4	97
5	2009													0
	2010													0
	2011		*	35.5	34.4	0.0	25.0	24.0		27.8	46.7	36.4	48.6	33
1-5	2009	*	55.6	55.0	57.0	25.0	56.1	53.5		57.1	57.8	57.4	63.5	94
	2010	*	37.5	63.0	61.6	28.6	60.0	59.7		62.2	62.5	62.4	62.5	93
	2011	*	50.0	62.5	60.7	34.8	56.3	55.4		57.1	67.2	62.3	59.7	130

Number Tested	2009	3	9	80	86	8	57	71	0	49	45	94	27,480
	2010	3	8	81	86	7	60	72	0	45	48	93	26,937
	2011	4	6	120	122	23	87	101	0	63	67	130	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	7	*	5	5		5	4	9	4,597	47
	2010	*	*	18	20	*	13	14		8	13	21	4,129	51
	2011	*	*	11	12	4	5	7		7	7	14	4,427	46
2	2009	*	*	5	6	*	2	5		5	3	8	3,822	47
	2010	*	*	6	6	0	5	5		4	3	7	3,776	42
	2011	*	*	16	17	0	13	14		7	10	17	3,810	51
1-2	2009	*	2	12	13	1	7	10		10	7	17	8,419	94
	2010	*	2	24	26	1	18	19		12	16	28	7,905	93
	2011	*	*	27	29	4	18	21		14	17	31	8,237	97
5	2009													0
	2010													0
	2011		*	0	0	0	0	0		0	0	0	1,416	33
1-5	2009	*	2	12	13	1	7	10		10	7	17	8,419	94
	2010	*	2	24	26	1	18	19		12	16	28	7,905	93
	2011	*	1	27	29	4	18	21		14	17	31	9,660	130

Number Tested	2009	3	9	80	86	8	57	71	0	49	45	94	27,480
	2010	3	8	81	86	7	60	72	0	45	48	93	26,937
	2011	4	6	120	122	23	87	101	0	63	67	130	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			81.3	81.3		80.0	80.0		75.0	85.0	81.3	88.6	32
	2010			76.0	79.2		73.9	76.2		77.8	75.0	76.0	89.3	25
	2011			76.7	76.7		76.7	76.7		60.0	85.0	76.7	90.9	30
1	2009			78.6	77.8		81.5	81.5		85.7	71.4	78.6	88.6	28
	2010			85.3	84.4		84.8	87.5		75.0	90.9	85.3	89.1	34
	2011			81.8	81.8		81.8	81.8		85.7	80.0	81.8	89.4	22
2	2009			95.8	95.7		95.5	95.5		93.8	100.0	95.8	94.0	24
	2010			87.5	87.5	*	87.0	87.0		76.9	100.0	87.5	93.8	24
	2011			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	94.9	33
K-2	2009			84.5	84.1		84.8	84.8		85.7	83.3	84.5	90.4	84
	2010			83.1	83.8	*	82.3	84.2		76.5	87.8	83.1	90.7	83
	2011			87.1	86.9	*	86.9	86.7		83.3	89.1	87.1	91.7	85
5	2009													0
	2010													0
	2011			84.6	84.6		84.6	84.6		85.7	83.3	84.6	93.5	13
K-5	2009			84.5	84.1		84.8	84.8		85.7	83.3	84.5	90.4	84
	2010			83.1	83.8	*	82.3	84.2		76.5	87.8	83.1	90.7	83
	2011			86.7	86.6	*	86.6	86.5		83.8	88.5	86.7	91.9	98

Number Tested	2009	0	0	84	82	0	79	79	0	42	42	84	19,076
	2010	0	0	83	80	1	79	76	0	34	49	83	19,041
	2011	0	0	98	97	2	97	96	0	37	61	98	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			17	17		16	16		7	10	17	3,525	32
	2010			10	10		9	9		4	6	10	3,523	25
	2011			14	14		14	14		3	11	14	3,964	30
1	2009			7	7		7	7		3	4	7	2,523	28
	2010			11	10		10	11		2	9	11	2,529	34
	2011			9	9		9	9		2	7	9	2,459	22
2	2009			9	8		8	9		6	3	9	2,909	24
	2010			8	8	*	8	8		4	4	8	3,040	24
	2011			17	17	*	17	16		4	13	17	3,227	33
K-2	2009			33	32		31	32		16	17	33	8,957	84
	2010			29	28	*	27	28		10	19	29	9,092	83
	2011			40	40	*	40	39		9	31	40	9,650	85
5	2009													0
	2010													0
	2011			4	4		4	4		2	2	4	856	13
K-5	2009			33	32		31	32		16	17	33	8,957	84
	2010			29	28	*	27	28		10	19	29	9,092	83
	2011			44	44	*	44	43		11	33	44	10,519	98

Number Tested	2009	0	0	84	82	0	79	79	0	42	42	84	19,076
	2010	0	0	83	80	1	79	76	0	34	49	83	19,041
	2011	0	0	98	97	2	97	96	0	37	61	98	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	2	50.0	0	-	11	18.2	13	23.1
ALL	2	50.0	0	-	11	18.2	13	23.1

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
KN (40)	Beginning	37	92.5	36	90.0	39	97.5	38	95.0	38	95.0
	Intermediate	2	5.0	3	7.5	0	0.0	1	2.5	1	2.5
	Advanced	1	2.5	1	2.5	1	2.5	1	2.5	1	2.5
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (28)	Beginning	2	7.1	3	10.7	21	75.0	14	50.0	14	50.0
	Intermediate	16	57.1	15	53.6	6	21.4	13	46.4	13	46.4
	Advanced	8	28.6	8	28.6	1	3.6	1	3.6	1	3.6
	Advanced High	2	7.1	2	7.1	0	0.0	0	0.0	0	0.0
2 (41)	Beginning	4	9.8	4	9.8	6	14.6	2	4.9	2	4.9
	Intermediate	9	22.0	12	29.3	19	46.3	15	36.6	15	36.6
	Advanced	16	39.0	12	29.3	15	36.6	9	22.0	10	24.4
	Advanced High	12	29.3	13	31.7	1	2.4	15	36.6	14	34.1
3 (19)	Beginning	0	0.0	1	5.3	1	5.3	3	15.8	3	15.8
	Intermediate	6	31.6	10	52.6	13	68.4	8	42.1	8	42.1
	Advanced	9	47.4	4	21.1	4	21.1	5	26.3	5	26.3
	Advanced High	4	21.1	4	21.1	1	5.3	3	15.8	3	15.8
4 (27)	Beginning	2	7.4	4	14.8	0	0.0	2	7.4	2	7.4
	Intermediate	6	22.2	3	11.1	8	29.6	5	18.5	5	18.5
	Advanced	6	22.2	11	40.7	11	40.7	6	22.2	6	22.2
	Advanced High	13	48.1	9	33.3	8	29.6	14	51.9	14	51.9

**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	-	-	-	
25 4 (16.0%)	Beginning	11			
	Intermediate	4	9		
	Advanced	0	0	1	
	Advanced High	0	0	0	
36 31 (86.1%)	Beginning	2			
	Intermediate	10	3		
	Advanced	3	5	0	
	Advanced High	1	10	2	
17 3 (17.6%)	Beginning	3			
	Intermediate	0	7		
	Advanced	0	0	4	
	Advanced High	0	1	2	
24 17 (70.8%)	Beginning	1			
	Intermediate	1	3		
	Advanced	0	3	3	
	Advanced High	0	0	13	

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
5 (22)	Beginning	1	4.5	1	4.5	1	4.5	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	4	18.2	3	13.6	3	13.6
	Advanced	4	18.2	4	18.2	13	59.1	3	13.6	4	18.2
	Advanced High	17	77.3	17	77.3	4	18.2	16	72.7	15	68.2
ALL (177)	Beginning	46	26.0	49	27.7	68	38.4	59	33.3	59	33.3
	Intermediate	39	22.0	43	24.3	50	28.2	45	25.4	45	25.4
	Advanced	44	24.9	40	22.6	45	25.4	25	14.1	27	15.3
	Advanced High	48	27.1	45	25.4	14	7.9	48	27.1	46	26.0

**PROGRESSION FROM
2010 TO 2011**

Number Rated Both Years N (%) Progressed	2011 Level	2010 Level			
		Beg	Int	Adv	Adv High
19 16 (84.2%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	2	1	
	Advanced High	1	1	12	
123 71 (57.7%)	Beginning	19			
	Intermediate	15	24		
	Advanced	3	10	9	
	Advanced High	2	12	29	

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