

DATA PACKET

for 2011-12 planning



Dallas
Independent
School
District

Evaluation & Accountability
Data Analysis, Reporting, and Research Services
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School Number 263

J. P. STARKS

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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	20
KN	50
1	48
2	52
3	46
4	51
5	57
ALL	324

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	246	75.9	19	65.5
American Indian/Alaska Native	1	0.3	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	76	23.5	3	10.3
White	1	0.3	4	13.8
Multiple	0	0.0	3	10.3
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	165	50.9
Economically disadvantaged	307	94.8
Limited English proficient (LEP)	43	13.3
Special education	8	2.5
Talented and Gifted (TAG)	35	10.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2009	31	26	83.9	0	0.0	0	0.0	5	16.1	0	0.0	—	—
	2010	19	15	78.9	0	0.0	0	0.0	4	21.1	0	0.0	—	—
	2011	20	13	65.0	0	0.0	0	0.0	7	35.0	0	0.0	0	0.0
KN	2009	48	45	93.8	0	0.0	0	0.0	3	6.3	0	0.0	—	—
	2010	54	45	83.3	0	0.0	0	0.0	9	16.7	0	0.0	—	—
	2011	50	41	82.0	0	0.0	0	0.0	9	18.0	0	0.0	0	0.0
1	2009	67	60	89.6	0	0.0	0	0.0	7	10.4	0	0.0	—	—
	2010	50	46	92.0	0	0.0	0	0.0	4	8.0	0	0.0	—	—
	2011	48	39	81.3	0	0.0	0	0.0	9	18.8	0	0.0	0	0.0
2	2009	47	45	95.7	0	0.0	0	0.0	2	4.3	0	0.0	—	—
	2010	58	48	82.8	0	0.0	0	0.0	10	17.2	0	0.0	—	—
	2011	52	45	86.5	0	0.0	0	0.0	6	11.5	1	1.9	0	0.0
3	2009	44	37	84.1	0	0.0	0	0.0	7	15.9	0	0.0	—	—
	2010	39	36	92.3	0	0.0	0	0.0	3	7.7	0	0.0	—	—
	2011	46	33	71.7	0	0.0	0	0.0	13	28.3	0	0.0	0	0.0
4	2009	41	34	82.9	0	0.0	0	0.0	7	17.1	0	0.0	—	—
	2010	57	39	68.4	0	0.0	0	0.0	18	31.6	0	0.0	—	—
	2011	51	40	78.4	0	0.0	0	0.0	11	21.6	0	0.0	0	0.0
5	2009	51	43	84.3	0	0.0	0	0.0	8	15.7	0	0.0	—	—
	2010	53	36	67.9	0	0.0	0	0.0	17	32.1	0	0.0	—	—
	2011	57	35	61.4	1	1.8	0	0.0	21	36.8	0	0.0	0	0.0
PK-5	2009	329	290	88.1	0	0.0	0	0.0	39	11.9	0	0.0	—	—
	2010	330	265	80.3	0	0.0	0	0.0	65	19.7	0	0.0	—	—
	2011	324	246	75.9	1	0.3	0	0.0	76	23.5	1	0.3	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	31	31	100.0	2	6.5	0	0.0	4	12.9	0	0.0	31	100.0	0.0
	2010	19	19	100.0	3	15.8	0	0.0	4	21.1	0	0.0	19	100.0	0.0
	2011	20	20	100.0	6	30.0	0	0.0	7	35.0	0	0.0	20	100.0	0.0
KN	2009	48	47	97.9	2	4.2	0	0.0	26	54.2	0	0.0	24	50.0	0.0
	2010	54	54	100.0	5	9.3	0	0.0	20	37.0	0	0.0	22	40.7	0.0
	2011	50	48	96.0	6	12.0	1	2.0	34	68.0	0	0.0	29	58.0	0.0
1	2009	67	67	100.0	5	7.5	1	1.5	46	68.7	1	1.5	5	7.5	14.9
	2010	50	50	100.0	3	6.0	2	4.0	41	82.0	1	2.0	6	12.0	6.0
	2011	48	45	93.8	3	6.3	0	0.0	26	54.2	0	0.0	4	8.3	2.1
2	2009	47	47	100.0	0	0.0	0	0.0	33	70.2	3	6.4	2	4.3	14.9
	2010	58	58	100.0	6	10.3	1	1.7	44	75.9	2	3.4	6	10.3	10.3
	2011	52	47	90.4	4	7.7	1	1.9	34	65.4	2	3.8	12	23.1	3.8
3	2009	44	42	95.5	4	9.1	3	6.8	26	59.1	5	11.4	1	2.3	4.5
	2010	39	39	100.0	2	5.1	2	5.1	24	61.5	1	2.6	3	7.7	0.0
	2011	46	44	95.7	8	17.4	1	2.2	27	58.7	3	6.5	5	10.9	0.0
4	2009	41	41	100.0	6	14.6	6	14.6	20	48.8	6	14.6	1	2.4	7.3
	2010	57	53	93.0	11	19.3	5	8.8	15	26.3	16	28.1	4	7.0	0.0
	2011	51	48	94.1	5	9.8	3	5.9	16	31.4	9	17.6	8	15.7	2.0
5	2009	51	50	98.0	1	2.0	11	21.6	13	25.5	10	19.6	4	7.8	0.0
	2010	53	50	94.3	5	9.4	7	13.2	16	30.2	16	30.2	3	5.7	1.9
	2011	57	55	96.5	11	19.3	2	3.5	21	36.8	21	36.8	3	5.3	1.8
PK-5	2009	329	325	98.8	20	6.1	21	6.4	168	51.1	25	7.6	68	20.7	6.7
	2010	330	323	97.9	35	10.6	17	5.2	164	49.7	36	10.9	63	19.1	3.0
	2011	324	307	94.8	43	13.3	8	2.5	165	50.9	35	10.8	81	25.0	1.5

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	48.2	13,515.0	46.6	96.6	12,939.1	95.7	17	35.3	22.3	39	11,501	80.9	85.1
	2010	55.1	13,234.2	53.0	96.2	12,616.4	95.3	16	29.0	21.7	44	11,233	79.9	84.9
	2011	48.3	13,210.6	44.9	93.0	12,645.0	95.7	21	43.5	21.5	31	11,602	64.2	87.8
1	2009	65.0	14,250.8	61.9	95.3	13,719.9	96.3	27	41.5	20.5	52	12,300	80.0	86.3
	2010	49.7	13,848.4	47.7	96.0	13,286.3	95.9	12	24.1	20.3	42	11,978	84.5	86.5
	2011	45.3	13,458.2	43.7	96.5	12,967.0	96.4	12	26.5	19.0	39	12,047	86.1	89.5
2	2009	49.7	13,950.1	47.7	96.0	13,499.0	96.8	13	26.2	18.5	42	12,231	84.6	87.7
	2010	61.1	13,440.8	58.7	96.1	12,947.4	96.3	16	26.2	19.2	46	11,794	75.3	87.7
	2011	47.5	13,012.8	45.6	96.0	12,592.7	96.8	18	37.9	17.1	36	11,853	75.8	91.1
3	2009	45.0	13,095.5	43.6	97.0	12,710.6	97.1	15	33.4	18.2	37	11,634	82.3	88.8
	2010	40.0	13,291.1	38.7	96.8	12,853.9	96.7	15	37.5	17.8	33	11,815	82.6	88.9
	2011	45.4	12,619.0	43.8	96.5	12,254.0	97.1	14	30.8	16.7	38	11,604	83.7	92.0
4	2009	40.8	12,156.4	39.7	97.1	11,789.9	97.0	13	31.8	17.9	32	10,731	78.4	88.3
	2010	54.7	12,299.7	53.6	98.0	11,900.0	96.8	10	18.3	17.3	49	10,987	89.6	89.3
	2011	48.9	12,506.4	47.4	96.9	12,149.9	97.1	7	14.3	15.7	47	11,544	96.2	92.3
5	2009	49.2	11,903.5	47.7	96.9	11,552.9	97.1	14	28.4	17.3	39	10,563	79.2	88.7
	2010	53.0	11,687.8	52.0	98.1	11,310.1	96.8	9	17.0	17.1	51	10,453	96.2	89.4
	2011	56.0	11,742.5	55.1	98.4	11,419.3	97.2	1	1.8	8.3	51	10,892	91.0	92.8
KN-5	2009	314.0	83,476.5	302.5	96.3	80,586.5	96.5	137	43.6	30.6	271	76,517	86.3	91.7
	2010	313.6	77,802.0	303.7	96.9	74,914.0	96.3	78	24.9	18.9	265	68,260	84.5	87.7
	2011	291.4	76,549.5	280.5	96.3	74,027.9	96.7	73	25.1	16.6	242	69,542	83.0	90.8

Teachers: 29

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	19	65.5
Hispanic	3	10.3
White	4	13.8
Multiple categories	3	10.3
Other	0	0.0

Gender	Number	Percentage
Female	24	82.8
Male	5	17.2

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	5.9	NA
2009-10	5.5	NA
2010-11	6.3	90.3

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	0	0.0
2	0	0.0
3	2	6.9
4	3	10.3
5	4	13.8
1-3	2	6.9
More than 3	27	93.1
1 - 5	9	31.0
6 - 10	6	20.7
11 - 20	11	37.9
More than 20	3	10.3

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		97.3	100.0	97.6	*	*	96.2		93.3	100.0	97.7	87.3	44
	2010		100.0	*	100.0	*	*	100.0		100.0	100.0	100.0	85.4	38
	2011		87.9	92.3	88.9		87.5	83.3		84.6	95.0	89.1	82.0	46
4	2009		100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	75.8	34
	2010		97.3	100.0	98.1	*	100.0	100.0		95.5	100.0	98.2	77.9	55
	2011		97.4	100.0	97.8	*	*	100.0		100.0	96.7	97.9	78.6	48
5	2009		97.2	100.0	97.6	*	*	100.0		100.0	96.2	97.7	82.9	43
	2010		100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	86.1	49
	2011		94.3	100.0	96.4	*	100.0	95.2		96.2	96.8	96.5	89.0	57
3-5	2009		98.0	100.0	98.3	*	100.0	97.9		97.9	98.6	98.3	81.5	121
	2010		99.1	100.0	99.3	100.0	100.0	100.0		98.3	100.0	99.3	83.4	142
	2011		93.4	97.7	94.5	*	95.7	90.8		92.9	96.3	94.7	83.6	151

NUMBER TESTED IN GRADES 3-5													
2009	0	101	20	118	4	10	48	0	48	73	121	28,126	
2010	0	106	36	136	6	15	41	0	58	84	142	24,751	
2011	0	106	44	145	2	23	65	0	70	81	151	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		1	0	1	*	*	1		1	0	1	960	44
	2010		0	*	0	*	*	0		0	0	0	1,039	38
	2011		4	1	5		1	5		4	1	5	1,214	46
4	2009		0	0	0		*	0		0	0	0	2,449	34
	2010		1	0	1	*	0	0		1	0	1	1,640	55
	2011		1	0	1	*	*	0		0	1	1	1,506	48
5	2009		1	0	1	*	*	0		0	1	1	1,793	43
	2010		0	0	0	*	*	0		0	0	0	1,427	49
	2011		2	0	2	*	0	1		1	1	2	919	57
3-5	2009		2	0	2	*	0	1		1	1	2	5,202	121
	2010		1	0	1	0	0	0		1	0	1	4,106	142
	2011		7	1	8	*	1	6		5	3	8	3,639	151

NUMBER TESTED IN GRADES 3-5													
2009	0	101	20	118	4	10	48	0	48	73	121	28,126	
2010	0	106	36	136	6	15	41	0	58	84	142	24,751	
2011	0	106	44	145	2	23	65	0	70	81	151	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	83.3	86.4	89.0	89.8
	2010	91.2	92.5	92.1	92.1
	2011	86.2	83.5	85.9	85.9
4	2009	93.1	88.2	84.9	89.7
	2010	88.0	94.3	93.8	89.5
	2011	91.4	93.2	92.3	87.5
5	2009	85.9	83.4	86.6	82.8
	2010	90.0	88.5	91.6	87.1
	2011	88.8	83.1	92.8	85.3
3-5	2009	87.0	85.8	87.0	87.3
	2010	89.5	91.8	92.6	89.4
	2011	88.8	86.5	90.5	86.2

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		37.8	71.4	40.5	*	*	34.6		20.0	55.2	43.2	34.1	44
	2010		55.6	*	57.9	*	*	40.9		66.7	52.2	57.9	37.1	38
	2011		42.4	84.6	53.3		87.5	56.7		65.4	40.0	54.3	33.6	46
4	2009		32.1	50.0	35.3		*	21.4		18.8	50.0	35.3	18.4	34
	2010		24.3	72.2	38.5	*	80.0	16.7		54.5	30.3	40.0	19.4	55
	2011		52.6	100.0	60.0	*	*	57.1		77.8	53.3	62.5	27.7	48
5	2009		30.6	57.1	33.3	*	*	25.0		23.5	42.3	34.9	18.5	43
	2010		45.5	50.0	43.5	*	*	15.4		47.6	46.4	46.9	23.6	49
	2011		20.0	61.9	34.5	*	63.6	38.1		38.5	35.5	36.8	28.1	57
3-5	2009		33.7	60.0	36.4	*	50.0	29.2		20.8	49.3	38.0	22.7	121
	2010		41.5	63.9	45.6	83.3	60.0	29.3		55.2	41.7	47.2	26.2	142
	2011		38.7	77.3	48.3	*	78.3	50.8		58.6	43.2	50.3	29.7	151

NUMBER TESTED IN GRADES 3-5													
2009	0	101	20	118	4	10	48	0	48	73	121	28,126	
2010	0	106	36	136	6	15	41	0	58	84	142	24,751	
2011	0	106	44	145	2	23	65	0	70	81	151	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		97.2	100.0	97.6	*	*	96.0		100.0	96.7	97.7	77.3	43
	2010		100.0	*	100.0	*	*	100.0		100.0	100.0	100.0	78.2	38
	2011		84.8	100.0	88.9		100.0	83.3		88.5	90.0	89.1	80.7	46
4	2009		92.9	100.0	94.1		*	100.0		93.8	94.4	94.1	79.4	34
	2010		100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	81.8	55
	2011		92.1	100.0	93.3	*	*	92.9		94.4	93.3	93.8	82.6	48
5	2009		97.2	100.0	97.6	*	*	100.0		100.0	96.0	97.7	87.0	43
	2010		100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	87.7	48
	2011		97.1	100.0	98.2	*	100.0	95.2		100.0	96.8	98.2	88.7	57
3-5	2009		96.0	100.0	96.6	100.0	100.0	97.9		97.9	95.9	96.7	81.0	120
	2010		100.0	100.0	100.0	100.0	100.0	100.0		100.0	100.0	100.0	82.3	141
	2011		91.5	100.0	93.8	*	100.0	89.2		94.3	93.8	94.0	83.9	151

	NUMBER TESTED IN GRADES 3-5											
2009	0	100	20	117	6	10	47	0	47	73	120	33,546
2010	0	105	36	135	6	15	40	0	58	83	141	34,834
2011	0	106	44	145	2	23	65	0	70	81	151	35,642

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009		1	0	1	*	*	1		0	1	1	2,781	43
	2010		0	*	0	*	*	0		0	0	0	2,739	38
	2011		5	0	5		0	5		3	2	5	2,370	46
4	2009		2	0	2		*	0		1	1	2	2,196	34
	2010		0	0	0	*	0	0		0	0	0	2,101	55
	2011		3	0	3	*	*	1		1	2	3	2,100	48
5	2009		1	0	1	*	*	0		0	1	1	1,386	43
	2010		0	0	0	*	*	0		0	0	0	1,314	48
	2011		1	0	1	*	0	1		0	1	1	1,274	57
3-5	2009		4	0	4	0	0	1		1	3	4	6,363	120
	2010		0	0	0	0	0	0		0	0	0	6,154	141
	2011		9	0	9	*	0	7		4	5	9	5,744	151

	NUMBER TESTED IN GRADES 3-5											
2009	0	100	20	117	6	10	47	0	47	73	120	33,546
2010	0	105	36	135	6	15	40	0	58	83	141	34,834
2011	0	106	44	145	2	23	65	0	70	81	151	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	90.9	94.2	91.9	93.4	93.6	80.2
	2010	92.6	93.0	96.1	93.0	94.1	86.5
	2011	88.9	83.7	93.5	89.9	86.4	82.3
4	2009	93.9	91.2	81.9	85.3	75.7	76.1
	2010	96.5	96.6	93.3	95.2	95.0	87.3
	2011	91.9	90.2	87.2	80.9	93.8	81.8
5	2009	91.1	88.7	90.7	81.7	90.7	82.6
	2010	94.5	91.1	97.3	89.3	91.7	86.7
	2011	86.4	86.0	94.7	81.7	89.0	83.1
3-5	2009	91.8	91.4	88.6	86.9	87.5	79.9
	2010	94.8	93.8	95.4	92.6	93.6	86.9
	2011	88.9	86.6	91.9	83.9	89.7	82.5

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2009		47.2	85.7	53.7	*	*	44.0		46.2	56.7	53.5	29.0	43
	2010		58.3	*	60.5	*	*	54.5		73.3	52.2	60.5	21.3	38
	2011		54.5	76.9	60.0		87.5	56.7		61.5	60.0	60.9	24.4	46
4	2009		32.1	66.7	38.2		*	35.7		37.5	38.9	38.2	31.6	34
	2010		56.8	94.4	69.2	*	100.0	33.3		72.7	66.7	69.1	29.1	55
	2011		31.6	90.0	40.0	*	*	50.0		50.0	40.0	43.8	31.3	48
5	2009		38.9	85.7	47.6	*	*	12.5		44.4	48.0	46.5	38.4	43
	2010		71.9	81.3	75.6	*	*	50.0		81.0	70.4	75.0	34.5	48
	2011		34.3	85.7	50.9	*	100.0	57.1		50.0	54.8	52.6	32.5	57
3-5	2009		40.0	80.0	47.0	50.0	80.0	36.2		42.6	49.3	46.7	32.8	120
	2010		61.9	88.9	68.9	100.0	93.3	50.0		75.9	63.9	68.8	27.9	141
	2011		39.6	84.1	50.3	*	95.7	55.4		54.3	50.6	52.3	29.3	151

	NUMBER TESTED IN GRADES 3-5											
2009	0	100	20	117	6	10	47	0	47	73	120	33,546
2010	0	105	36	135	6	15	40	0	58	83	141	34,834
2011	0	106	44	145	2	23	65	0	70	81	151	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		92.9	100.0	94.1		*	92.9		93.3	94.7	94.1	87.4	34
	2010		100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	89.8	53
	2011		97.4	100.0	97.8	*	*	93.3		100.0	96.8	98.0	86.9	49

	NUMBER TESTED IN GRADE 4											
2009	0	28	6	34	0	5	14	0	15	19	34	10,032
2010	0	36	17	50	1	10	6	0	20	33	53	7,294
2011	0	39	10	46	1	4	15	0	18	31	49	6,935

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009		2	0	2		*	1		1	1	2	1,264	34
	2010		0	0	0	*	0	0		0	0	0	744	53
	2011		1	0	1	*	*	1		0	1	1	908	49

	NUMBER TESTED IN GRADE 4											
2009	0	28	6	34	0	5	14	0	15	19	34	10,032
2010	0	36	17	50	1	10	6	0	20	33	53	7,294
2011	0	39	10	46	1	4	15	0	18	31	49	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	2.1	88.2	89.7	92.6	93.8
	2010	2.4	82.1	90.3	92.5	92.0
	2011	2.8	79.6	89.0	93.4	91.3

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

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009		14.3	16.7	14.7		*	14.3		6.7	21.1	14.7	21.0	34
	2010		25.0	35.3	26.0	*	30.0	0.0		30.0	27.3	28.3	23.8	53
	2011		59.0	100.0	65.2	*	*	66.7		72.2	64.5	67.3	22.4	49

	NUMBER TESTED IN GRADE 4											
2009	0	28	6	34	0	5	14	0	15	19	34	10,032
2010	0	36	17	50	1	10	6	0	20	33	53	7,294
2011	0	39	10	46	1	4	15	0	18	31	49	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		97.3	100.0	97.7	*	*	100.0		100.0	96.0	97.7	75.9	44
	2010		96.9	100.0	97.8	*	*	100.0		100.0	96.3	97.9	81.4	48
	2011		85.7	100.0	90.9	*	100.0	85.7		88.5	93.5	91.2	80.9	57

	NUMBER TESTED IN GRADE 5											
2009	0	37	7	43	4	1	9	0	19	25	44	10,550
2010	0	32	16	45	2	4	12	0	21	27	48	10,576
2011	0	35	21	55	2	11	21	0	26	31	57	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		1	0	1	*	*	0		0	1	1	2,542	44
	2010		1	0	1	*	*	0		0	1	1	1,965	48
	2011		5	0	5	*	0	3		3	2	5	1,942	57

NUMBER TESTED IN GRADE 5													
2009	0	37	7	43	4	1	9	0	19	25	44	10,550	
2010	0	32	16	45	2	4	12	0	21	27	48	10,576	
2011	0	35	21	55	2	11	21	0	26	31	57	10,176	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	90.2	94.4	93.7	79.5
	2010	92.3	92.8	94.2	79.4
	2011	89.2	92.4	91.4	92.2

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)
5	2009		40.5	57.1	44.2	*	*	22.2		57.9	32.0	43.2	29.1	44
	2010		43.8	62.5	48.9	*	*	58.3		66.7	37.0	50.0	32.8	48
	2011		54.3	71.4	60.0	*	72.7	47.6		69.2	54.8	61.4	34.0	57

	NUMBER TESTED IN GRADES 5											
2009	0	37	7	43	4	1	9	0	19	25	44	10,550
2010	0	32	16	45	2	4	12	0	21	27	48	10,576
2011	0	35	21	55	2	11	21	0	26	31	57	10,176

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	1
	2010				61.2	0
	2011	28.6	75.0	43.1	63.3	51
1	2009	37.5	84.2	52.5	54.2	59
	2010	45.9	71.4	50.0	55.2	44
	2011	42.3	81.8	60.4	58.1	48
2	2009	18.2	92.9	40.4	47.9	47
	2010	51.4	92.3	62.0	48.6	50
	2011	31.4	52.9	38.5	50.7	52
5	2009					0
	2010					0
	2011	36.4	39.4	38.2	36.2	55
1-5	2009	28.8	87.9	47.2	51.0	106
	2010	48.6	85.0	56.4	51.9	94
	2011	36.1	55.6	45.2	47.2	155

Number Tested	2009	73	34	107	15,925	
	2010	74	20	94	20,252	
	2011	118	88	206	29,763	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009	76.0	63.6	70.2	52.8	47
	2010	20.0	80.6	58.9	51.2	56
	2011	40.0	87.5	54.9	56.8	51
1	2009	29.3	70.0	42.6	50.4	61
	2010	41.5	71.4	45.8	48.8	48
	2011	30.8	63.6	45.8	53.1	48
2	2009	33.3	78.6	46.8	53.2	47
	2010	57.8	69.2	60.3	54.6	58
	2011	34.3	52.9	40.4	56.8	52
5	2009					0
	2010					0
	2011	45.5	45.7	45.6	44.8	57
K-5	2009	42.4	69.6	52.3	52.3	155
	2010	44.3	76.8	55.6	51.5	162
	2011	37.3	58.9	46.6	53.3	208

Number Tested	2009	99	56	155	30,563	
	2010	106	56	162	40,163	
	2011	118	90	208	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	1
	2010												61.2	0
	2011		47.6	22.2	40.8	*	16.7	28.6		29.2	55.6	43.1	63.3	51
1	2009		54.4	*	52.5			37.5		48.4	57.1	52.5	54.2	59
	2010		51.2	*	50.0	*		45.9		55.0	45.8	50.0	55.2	44
	2011		59.0	66.7	62.2		*	42.3		65.2	56.0	60.4	58.1	48
2	2009		37.8	*	40.4			18.2		41.2	40.0	40.4	47.9	47
	2010		60.9	*	61.2	*		51.4		61.3	63.2	62.0	48.6	50
	2011		37.0	50.0	38.3	*	*	31.4		26.3	45.5	38.5	50.7	52
1-2	2009		47.1	*	47.2			28.8		45.8	48.3	47.2	51.0	106
	2010		56.2	*	55.9	*		48.6		58.8	53.5	56.4	51.9	94
	2011		47.1	60.0	50.0	*	57.1	36.1		47.6	50.0	49.0	54.4	100
5	2009													0
	2010													0
	2011		20.6	65.0	39.2	*	72.7	36.4		40.0	36.7	38.2	36.2	55
1-5	2009		47.1	*	47.2			28.8		45.8	48.3	47.2	51.0	106
	2010		56.2	*	55.9	*		48.6		58.8	53.5	56.4	51.9	94
	2011		39.5	62.9	46.2	*	66.7	36.1		44.8	45.5	45.2	47.2	155

Number Tested	2009	0	102	4	106	0	0	73	0	48	58	106	14,637
	2010	0	89	5	93	2	0	74	0	51	43	94	13,990
	2011	0	119	35	143	4	18	83	0	67	88	155	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	1
	2010												1,717	0
	2011		12	0	12	*	0	4		3	9	12	2,106	51
1	2009		2	*	2			0		1	1	2	1,659	59
	2010		8	*	8	*		6		2	6	8	1,729	44
	2011		10	5	15		*	7		6	9	15	1,963	48
2	2009		2	*	3			0		3	0	3	1,027	47
	2010		11	*	11	*		5		7	5	12	954	50
	2011		3	0	2	*	*	1		1	2	3	1,020	52
1-2	2009		4	*	5			0		4	1	5	2,688	106
	2010		19	*	19	*		11		9	11	20	2,683	94
	2011		13	5	17	*	2	8		7	11	18	2,983	100
5	2009													0
	2010													0
	2011		1	6	6	*	3	3		4	3	7	701	55
1-5	2009		4	*	5			0		4	1	5	2,688	106
	2010		19	*	19	*		11		9	11	20	2,683	94
	2011		14	11	23	*	5	11		11	14	25	3,694	155

Number Tested	2009	0	102	4	106	0	0	73	0	48	58	106	14,637
	2010	0	89	5	93	2	0	74	0	51	43	94	13,990
	2011	0	119	35	143	4	18	83	0	67	88	155	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		70.5	*	69.6		*	76.0		81.3	64.5	70.2	52.8	47
	2010		59.6	55.6	58.9		*	20.0		51.6	68.0	58.9	51.2	56
	2011		57.1	44.4	53.1	*	33.3	40.0		33.3	74.1	54.9	56.8	51
1	2009		42.4	*	42.6	*		29.3		46.9	37.9	42.6	50.4	61
	2010		50.0	*	45.8	*	*	41.5		47.6	44.4	45.8	48.8	48
	2011		35.9	88.9	46.7		*	30.8		39.1	52.0	45.8	53.1	48
2	2009		44.4	*	46.8			33.3		47.1	46.7	46.8	53.2	47
	2010		56.3	80.0	59.6	*	83.3	57.8		53.8	73.7	60.3	54.6	58
	2011		39.1	50.0	42.6	*	*	34.3		36.8	42.4	40.4	56.8	52
K-2	2009		51.4	71.4	51.9	*	*	42.4		55.4	50.0	52.3	52.3	155
	2010		55.4	56.5	55.3	*	42.9	44.3		51.6	60.6	55.6	51.5	162
	2011		44.1	62.5	47.5	*	46.2	35.4		36.4	55.3	47.0	55.6	151
5	2009													0
	2010													0
	2011		22.9	81.0	45.3	*	81.8	45.5		50.0	41.9	45.6	44.8	57
K-5	2009		51.4	71.4	51.9	*	*	42.4		55.4	50.0	52.3	52.3	155
	2010		55.4	56.5	55.3	*	42.9	44.3		51.6	60.6	55.6	51.5	162
	2011		39.5	71.1	46.9	*	62.5	37.3		40.2	51.7	46.6	53.3	208

Number Tested	2009	0	148	7	154	1	2	99	0	65	90	155	30,563
	2010	0	139	23	161	3	14	106	0	91	71	162	40,163
	2011	0	162	45	194	5	24	118	0	92	116	208	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		9	*	9		*	4		3	6	9	2,455	47
	2010		15	1	16		*	1		8	8	16	2,358	56
	2011		8	0	7	*	0	2		1	7	8	2,815	51
1	2009		5	*	6	*		2		5	1	6	1,577	61
	2010		4	*	4	*	*	2		2	2	4	2,266	48
	2011		3	3	6		*	3		2	4	6	2,716	48
2	2009		3	*	5			3		3	2	5	1,686	47
	2010		13	5	17	*	3	10		12	6	18	2,484	58
	2011		5	1	6	*	*	1		2	4	6	2,746	52
K-2	2009		17	3	20	*	*	9		11	9	20	5,718	155
	2010		32	6	37	*	3	13		22	16	38	7,108	162
	2011		16	4	19	*	0	6		5	15	20	8,277	151
5	2009													0
	2010													0
	2011		4	8	11	*	4	4		5	7	12	1,395	57
K-5	2009		17	3	20	*	*	9		11	9	20	5,718	155
	2010		32	6	37	*	3	13		22	16	38	7,108	162
	2011		20	12	30	*	4	10		10	22	32	9,696	208

Number Tested	2009	0	148	7	154	1	2	99	0	65	90	155	30,563
	2010	0	139	23	161	3	14	106	0	91	71	162	40,163
	2011	0	162	45	194	5	24	118	0	92	116	208	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		56.9	100.0	61.5		*	57.8		61.1	62.1	61.5	66.0	65
	2010		67.4	*	66.0	*	*	60.0		65.0	66.7	66.0	63.5	47
	2011		56.4	88.9	64.4		*	53.8		56.5	68.0	62.5	66.7	48
2	2009		60.0	*	61.7			48.5		58.8	63.3	61.7	60.9	47
	2010		50.0	80.0	54.4	*	83.3	53.3		51.3	63.2	55.2	61.4	58
	2011		65.2	33.3	59.6	*	*	51.4		57.9	63.6	61.5	62.0	52
1-2	2009		58.3	100.0	61.6		*	53.8		60.4	62.7	61.6	63.5	112
	2010		58.2	71.4	59.6	*	66.7	56.5		55.9	65.2	60.0	62.5	105
	2011		61.2	66.7	62.0	*	57.1	52.5		57.1	65.5	62.0	64.4	100
5	2009													0
	2010													0
	2011		27.8	71.4	44.4	*	72.7	50.0		51.9	38.7	44.8	48.6	58
1-5	2009		58.3	100.0	61.6		*	53.8		60.4	62.7	61.6	63.5	112
	2010		58.2	71.4	59.6	*	66.7	56.5		55.9	65.2	60.0	62.5	105
	2011		51.2	69.4	55.5	*	66.7	51.8		55.1	56.2	55.7	59.7	158

Number Tested	2009	0	103	9	112	0	5	78	0	53	59	112	27,480
	2010	0	91	14	104	2	9	85	0	59	46	105	26,937
	2011	0	121	36	146	4	18	83	0	69	89	158	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		10	6	16		*	9		13	3	16	4,597	65
	2010		15	*	15	*	*	11		7	8	15	4,129	47
	2011		9	4	12		*	4		3	10	13	4,427	48
2	2009		8	*	10			7		4	6	10	3,822	47
	2010		3	4	7	*	3	4		5	2	7	3,776	58
	2011		15	1	15	*	*	8		7	9	16	3,810	52
1-2	2009		18	8	26		*	16		17	9	26	8,419	112
	2010		18	4	22	*	3	15		12	10	22	7,905	105
	2011		24	5	27	*	0	12		10	19	29	8,237	100
5	2009													0
	2010													0
	2011		1	5	5	*	3	3		2	4	6	1,416	58
1-5	2009		18	8	26		*	16		17	9	26	8,419	112
	2010		18	4	22	*	3	15		12	10	22	7,905	105
	2011		25	10	32	*	3	15		12	23	35	9,660	158

Number Tested	2009	0	103	9	112	0	5	78	0	53	59	112	27,480
	2010	0	91	14	104	2	9	85	0	59	46	105	26,937
	2011	0	121	36	146	4	18	83	0	69	89	158	38,176

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
5	1	0.0	0	-	0	-	1	0.0
ALL	1	0.0	0	-	0	-	1	0.0

PERFORMANCE IN 2011

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2011 Level	N	%	N	%	N	%	N	%	N	%
KN (6)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	33.3	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	3	50.0	6	100.0	3	50.0	3	50.0
	Advanced High	4	66.7	3	50.0	0	0.0	3	50.0	3	50.0
3 (8)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	3	37.5	0	0.0	0	0.0	1	12.5	1	12.5
	Advanced High	5	62.5	8	100.0	8	100.0	7	87.5	7	87.5
5 (11)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	1	9.1	0	0.0	0	0.0
	Advanced	3	27.3	4	36.4	2	18.2	0	0.0	0	0.0
	Advanced High	8	72.7	7	63.6	8	72.7	11	100.0	11	100.0
ALL (37)	Beginning	1	2.7	1	2.7	1	2.7	1	2.7	1	2.7
	Intermediate	4	10.8	2	5.4	4	10.8	1	2.7	1	2.7
	Advanced	8	21.6	13	35.1	12	32.4	7	18.9	8	21.6
	Advanced High	24	64.9	21	56.8	20	54.1	28	75.7	27	73.0

PROGRESSION FROM
2010 TO 2011

Number Rated Both Years		2010 Level			
N (%) Progressed	2011 Level	Beg	Int	Adv	Adv High
— —	Beginning	—			
	Intermediate	—	—		
	Advanced	—	—	—	
	Advanced High	—	—	—	
7 7 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	1	0	
	Advanced High	0	1	5	
10 10 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	10	
27 24 (88.9%)	Beginning	1			
	Intermediate	0	1		
	Advanced	2	1	1	
	Advanced High	0	2	19	

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