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Dallas Independent School District

Data Packet

for 2012-13 Planning

Evaluation and Accountability
Data Analysis, Reporting, and Research Services

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School Number 103

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2011-12 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 forward, 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 2011-12. They are counted as new if not enrolled in a district campus before the last day of the 2010-11 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 2010-11 and 2011-12.

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 “# of 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.

STAAR, STAAR L, and STAAR M

- 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.
- STAAR statistics are based on results from the standard STAAR only. STAAR L and STAAR M statistics are computed separately, following the TEA's reporting practice.
- Exclusive for 2012: Until standards are released in Spring 2013, the "Percentage Satisfactory" report is replaced by "Percentage Meeting Equivalent TAKS Standard" for reading and mathematics. (Equivalent standards not produced by TEA for other STAAR subjects.) The "Number not Satisfactory" report is replaced by "Average Number of Items Correct."
- Statistics by reporting category are averages for all students (across student groups and genders).
- 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 average the resulting percentages across all students. For short answers on EOC reading tests, an "average rating" is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, "average score points" is presented. STAAR compositions are rated twice on a scale of 0 to 4. The two ratings are summed for a range of possible score points from 0 to 8.
- STAAR M reports not currently available. At time of publication, insufficient information was available from the TEA to produce meaningful statistics for reporting.

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 are based on 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 2011 to 2012, the TEA did not report the 2011 composite rating.
- If a student is rated as advanced high in 2012, the TEA does not differentiate between the advanced and advanced high levels from 2011.

STUDENT ENROLLMENT

Grade	Enrollment
PK	56
KN	98
1	123
2	94
3	77
4	85
5	73
ALL	606

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	61	10.1	7	19.4
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	6	1.0	*	*
Hispanic	526	86.8	8	22.2
White	10	1.7	19	52.8
Multiple	1	0.2	1	2.8
Other* (teachers only)	—	—	1	2.8
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	372	61.4
Economically disadvantaged	576	95.0
Limited English proficient (LEP)	251	41.4
Special education	19	3.1
Talented and Gifted (TAG)	63	10.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2010	58	2	3.4	0	0.0	0	0.0	54	93.1	2	3.4	—	—
	2011	59	2	3.4	0	0.0	0	0.0	55	93.2	2	3.4	0	0.0
	2012	56	1	1.8	0	0.0	3	5.4	51	91.1	1	1.8	0	0.0
KN	2010	103	11	10.7	0	0.0	1	1.0	91	88.3	0	0.0	—	—
	2011	125	20	16.0	0	0.0	0	0.0	104	83.2	1	0.8	0	0.0
	2012	98	16	16.3	0	0.0	0	0.0	76	77.6	5	5.1	1	1.0
1	2010	119	14	11.8	0	0.0	0	0.0	104	87.4	1	0.8	—	—
	2011	110	13	11.8	1	0.9	2	1.8	94	85.5	0	0.0	0	0.0
	2012	123	18	14.6	1	0.8	1	0.8	100	81.3	3	2.4	0	0.0
2	2010	90	9	10.0	2	2.2	1	1.1	78	86.7	0	0.0	—	—
	2011	91	9	9.9	0	0.0	0	0.0	82	90.1	0	0.0	0	0.0
	2012	94	4	4.3	0	0.0	1	1.1	88	93.6	0	0.0	0	0.0
3	2010	100	13	13.0	1	1.0	0	0.0	86	86.0	0	0.0	—	—
	2011	84	10	11.9	0	0.0	1	1.2	72	85.7	1	1.2	0	0.0
	2012	77	7	9.1	0	0.0	0	0.0	70	90.9	0	0.0	0	0.0
4	2010	88	7	8.0	0	0.0	1	1.1	80	90.9	0	0.0	—	—
	2011	82	7	8.5	0	0.0	0	0.0	75	91.5	0	0.0	0	0.0
	2012	85	9	10.6	0	0.0	1	1.2	74	87.1	1	1.2	0	0.0
5	2010	86	7	8.1	0	0.0	0	0.0	79	91.9	0	0.0	—	—
	2011	79	4	5.1	0	0.0	1	1.3	74	93.7	0	0.0	0	0.0
	2012	73	6	8.2	0	0.0	0	0.0	67	91.8	0	0.0	0	0.0
PK-5	2010	644	63	9.8	3	0.5	3	0.5	572	88.8	3	0.5	—	—
	2011	630	65	10.3	1	0.2	4	0.6	556	88.3	4	0.6	0	0.0
	2012	606	61	10.1	1	0.2	6	1.0	526	86.8	10	1.7	1	0.2

Enrollment (2)

Enrollment Statistics by Select Student Group

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
PK	2010	58	44	75.9	26	44.8	1	1.7	26	44.8	0	0.0	58	100.0	55.2	44.8	0.0
	2011	59	45	76.3	30	50.8	0	0.0	19	32.2	0	0.0	58	98.3	57.6	42.4	1.7
	2012	56	52	92.9	25	44.6	1	1.8	24	42.9	0	0.0	54	96.4	53.6	46.4	3.6
KN	2010	103	97	94.2	53	51.5	4	3.9	72	69.9	1	1.0	28	27.2	49.5	50.5	7.8
	2011	125	120	96.0	42	33.6	2	1.6	102	81.6	6	4.8	35	28.0	48.0	52.0	8.0
	2012	98	96	98.0	38	38.8	0	0.0	45	45.9	5	5.1	42	42.9	52.0	48.0	11.2
1	2010	119	115	96.6	49	41.2	5	4.2	63	52.9	12	10.1	6	5.0	49.6	50.4	7.6
	2011	110	105	95.5	56	50.9	7	6.4	87	79.1	10	9.1	4	3.6	51.8	48.2	15.5
	2012	123	119	96.7	40	32.5	2	1.6	53	43.1	9	7.3	11	8.9	49.6	50.4	6.5
2	2010	90	83	92.2	38	42.2	7	7.8	51	56.7	12	13.3	6	6.7	50.0	50.0	1.1
	2011	91	86	94.5	33	36.3	3	3.3	55	60.4	12	13.2	4	4.4	49.5	50.5	2.2
	2012	94	90	95.7	51	54.3	6	6.4	71	75.5	12	12.8	8	8.5	50.0	50.0	3.2
3	2010	100	93	93.0	43	43.0	12	12.0	73	73.0	11	11.0	5	5.0	49.0	51.0	5.0
	2011	84	79	94.0	35	41.7	3	3.6	61	72.6	14	16.7	4	4.8	48.8	51.2	2.4
	2012	77	72	93.5	29	37.7	1	1.3	57	74.0	12	15.6	7	9.1	46.8	53.2	1.3
4	2010	88	83	94.3	46	52.3	7	8.0	61	69.3	14	15.9	4	4.5	50.0	50.0	3.4
	2011	82	78	95.1	34	41.5	9	11.0	53	64.6	10	12.2	5	6.1	47.6	52.4	0.0
	2012	85	80	94.1	34	40.0	3	3.5	66	77.6	12	14.1	11	12.9	48.2	51.8	2.4
5	2010	86	82	95.3	10	11.6	6	7.0	41	47.7	14	16.3	5	5.8	41.9	58.1	1.2
	2011	79	75	94.9	43	54.4	7	8.9	59	74.7	13	16.5	0	0.0	53.2	46.8	2.5
	2012	73	67	91.8	34	46.6	6	8.2	56	76.7	13	17.8	6	8.2	49.3	50.7	1.4
PK-5	2010	644	597	92.7	265	41.1	42	6.5	387	60.1	64	9.9	112	17.4	49.1	50.9	4.2
	2011	630	588	93.3	273	43.3	31	4.9	436	69.2	65	10.3	110	17.5	50.5	49.5	5.4
	2012	606	576	95.0	251	41.4	19	3.1	372	61.4	63	10.4	139	22.9	49.8	50.2	4.6

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
KN	2010	102	13,234	97	95.0	12,616	95.3	13	12.7	21.5	89	11,233	87.0	84.9
	2011	121	13,211	115	94.6	12,645	95.7	23	19.0	21.4	102	11,602	84.1	87.8
	2012	97	13,633	92	95.2	13,086	96.0	14	14.5	20.1	85	11,731	87.9	86.0
1	2010	116	13,848	112	96.1	13,286	95.9	18	15.5	20.0	103	11,978	88.5	86.5
	2011	107	13,458	103	96.0	12,967	96.4	19	17.8	19.0	90	12,047	84.2	89.5
	2012	121	14,026	116	95.6	13,533	96.5	23	19.0	18.6	101	12,292	83.3	87.6
2	2010	90	13,441	86	95.3	12,947	96.3	18	20.1	18.9	79	11,794	88.0	87.7
	2011	91	13,013	88	96.6	12,593	96.8	11	12.1	17.1	81	11,853	89.3	91.1
	2012	96	13,338	92	96.7	12,932	97.0	10	10.5	17.0	86	11,883	90.0	89.1
3	2010	99	13,291	95	96.0	12,854	96.7	12	12.1	17.6	88	11,815	88.8	88.9
	2011	81	12,619	78	96.2	12,254	97.1	11	13.6	16.6	74	11,604	91.4	92.0
	2012	81	12,874	78	96.7	12,508	97.2	9	11.1	15.6	70	11,592	86.7	90.0
4	2010	87	12,300	84	96.8	11,900	96.8	7	8.0	17.2	80	10,987	91.9	89.3
	2011	81	12,506	78	96.6	12,150	97.1	11	13.6	15.7	72	11,544	89.3	92.3
	2012	85	12,493	82	96.2	12,139	97.2	9	10.5	16.7	74	11,218	86.7	89.8
5	2010	85	11,688	81	96.2	11,310	96.8	13	15.4	17.0	73	10,453	86.3	89.4
	2011	78	11,742	76	97.2	11,419	97.2	3	3.8	8.2	73	10,892	93.6	92.8
	2012	76	12,562	74	97.1	12,220	97.3	2	2.6	5.4	69	11,364	90.3	90.5
KN-5	2010	579	77,802	555	95.9	74,914	96.3	81	14.0	18.8	512	68,260	88.4	87.7
	2011	558	76,549	536	96.1	74,028	96.7	78	14.0	16.5	492	69,542	88.1	90.8
	2012	556	78,926	535	96.2	76,419	96.8	67	12.0	15.7	485	70,080	87.2	88.8

Teachers: 36

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	7	19.4
Hispanic	8	22.2
White	19	52.8
Multiple	1	2.8
Other	1	2.8

Gender	Number	Percentage
Female	31	86.1
Male	5	13.9

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2009-10	6.6	—
2010-11	7.7	97.1
2011-12	7.1	94.6

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	2.8
1	1	2.8
2	1	2.8
3	3	8.3
4	3	8.3
5	0	0.0
1-3	5	13.9
More than 3	30	83.3
1 - 5	8	22.2
6 - 10	8	22.2
11 - 20	9	25.0
More than 20	10	27.8

PERCENTAGE MEETING TAKS PASSING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2010													
	2011													
	2012		50.0	86.1	84.2	*	86.7	76.4		86.5	79.1	82.5	84.0	80
4	2010													
	2011													
	2012		30.0	67.1	61.5	*	63.6	46.9		53.7	69.8	61.9	76.8	84
5	2010													
	2011													
	2012		66.7	72.3	70.1	*	78.8	62.0		77.8	66.7	72.2	80.3	72
3-5	2010													
	2011													
	2012		45.8	75.2	71.9	33.3	76.0	62.3		71.9	72.1	72.0	80.3	236

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	24	210	221	6	96	154	0	114	122	236	22,169		

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2010													
	2011													
	2012		19	23	23	*	23	20		23	23	23	23	80
4	2010													
	2011													
	2012		19	22	21	*	21	19		21	22	21	26	84
5	2010													
	2011													
	2012		25	27	26	*	27	24		28	26	27	29	72
3-5	2010													
	2011													
	2012		20	24	23	18	24	21		24	23	23	26	236

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	24	210	221	6	96	154	0	114	122	236	22,169		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY		
		1. Understanding Across Genres (GR 3-5) 1. Understanding/Analysis Across Genres (GR 6-8)	2. Understanding/Analysis of Literary Texts	3. Understanding/Analysis of Informational Texts
3	2010			
	2011			
	2012	58.3	53.6	59.5
4	2010			
	2011			
	2012	50.8	47.8	48.0
5	2010			
	2011			
	2012	57.4	54.6	62.6
3-5	2010			
	2011			
	2012	55.4	51.9	56.3

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2010													
	2011													
	2012		20	22	22	*	22	20		21	23	22	24	85

NUMBER TESTED IN GRADE 4														
2010														0
2011														0
2012	0	10	74	79	3	33	49	0	41	44	85	7,036		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Composition ¹ GR 4: Personal Narrative GR 7: Expository	1. Composition ¹ GR 4: Expository GR 7: Personal Narrative	2. Revision	3. Editing
4	2010				
	2011				
	2012	3.7	3.5	51.0	52.6

¹Average score points (range 0-8). A STAAR composition is rated twice on a scale of 1 to 4, and the ratings are summed to determine score points for the composition. Score point scale: 0=Non-scorable; 2=Very Limited; 3=between Very Limited and Basic; 4=Basic; 5=between Basic and Satisfactory; 6=Satisfactory; 7=between Satisfactory and Accomplished; 8=Accomplished

PERCENTAGE MEETING TAKS PASSING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2010													
	2011													
	2012		62.5	88.9	86.6	*	85.7	80.4		90.9	81.6	85.9	77.0	71
4	2010													
	2011													
	2012		50.0	84.7	80.8	*	87.5	70.8		78.0	81.0	79.5	79.5	83
5	2010													
	2011													
	2012		50.0	67.7	65.2	*	69.7	54.0		71.4	62.2	66.7	76.2	72
3-5	2010													
	2011													
	2012		54.2	80.5	77.7	50.0	80.2	68.1		79.8	75.2	77.4	77.6	226

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	24	200	211	6	86	144	0	109	117	226	35,367		

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2010													
	2011													
	2012		26	29	29	*	31	26		29	28	28	27	71
4	2010													
	2011													
	2012		22	26	25	*	26	24		25	25	25	28	83
5	2010													
	2011													
	2012		20	25	25	*	25	23		26	24	25	30	72
3-5	2010													
	2011													
	2012		23	27	26	21	27	24		27	26	26	28	226

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	24	200	211	6	86	144	0	109	117	226	35,367		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY				
		1. Numbers, Operations, and Quantitative Reasoning	2. Patterns, Relationships, and Algebraic Reasoning	3. Geometry and Spatial Reasoning	4. Measurement	5. Probability and Statistics
3	2010					
	2011					
	2012	56.1	60.9	76.7	62.5	53.5
4	2010					
	2011					
	2012	51.4	54.6	59.9	46.8	49.9
5	2010					
	2011					
	2012	47.5	44.7	56.3	41.7	59.7
3-5	2010					
	2011					
	2012	51.6	53.4	64.1	50.1	54.2

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2010													
	2011													
	2012		20	29	27	*	29	26		29	27	28	30	72

NUMBER TESTED IN GRADE 5														
2010														0
2011														0
2012	0	7	65	68	3	33	50	0	36	36	72	10,697		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Matter and Energy	2. Force, Motion, and Energy	3. Earth and Space	4. Organisms and Environments
5	2010				
	2011				
	2012	64.8	68.3	61.1	61.6

PERCENTAGE MEETING TAKS PASSING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2010													
	2011													
	2012			100.0	100.0		100.0	100.0		*	*	100.0	74.0	9
4	2010													
	2011													
	2012			*			*	*			*	*	51.1	2
3-5	2010													
	2011													
	2012			90.9	100.0		90.9	100.0		*	85.7	90.9	64.2	11

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	0	11	9	0	11	10	0	4	7	11			682

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2010													
	2011													
	2012			30	30		30	30		*	*	30	26	9
4	2010													
	2011													
	2012			*			*	*			*	*	21	2
3-5	2010													
	2011													
	2012			28	30		28	30		*	28	28	24	11

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	0	11	9	0	11	10	0	4	7	11			682

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY				
		1. Numbers, Operations, and Quantitative Reasoning	2. Patterns, Relationships, and Algebraic Reasoning	3. Geometry and Spatial Reasoning	4. Measurement	5. Probability and Statistics
3	2010					
	2011					
	2012	57.8	65.3	85.2	62.5	63.0
4	2010					
	2011					
	2012	*	*	*	*	*
3-5	2010					
	2011					
	2012	56.4	61.0	78.0	54.5	55.2

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**	2010				61.2	0
	2011	43.1	57.1	46.5	63.3	86
	2012	27.3	67.3	60.3	62.2	63
1	2010	43.5	92.7	78.2	55.2	78
	2011	55.3	59.1	56.7	58.1	60
	2012	41.2	60.3	56.5	55.4	85
2	2010	17.6	73.7	41.6	48.6	89
	2011	40.7	75.0	54.4	50.6	90
	2012	42.9	78.3	58.0	49.8	50
5	2010					0
	2011	38.6	47.6	41.0	36.2	78
	2012	25.0	76.5	36.4	37.2	77
1-5	2010	25.7	84.9	58.7	51.9	167
	2011	43.6	63.3	50.4	47.2	228
	2012	32.4	66.7	49.5	46.3	212

Number Tested	2010	74	93	167	20,252	
	2011	214	100	314	29,740	
	2012	116	160	275	30,807	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2010	30.6	34.5	31.7	51.2	101
	2011	42.6	52.2	44.4	56.8	124
	2012	37.8	45.3	41.8	55.1	98
1	2010	68.3	82.1	74.8	48.8	119
	2011	60.8	80.0	64.6	53.1	99
	2012	67.3	57.4	61.7	50.7	120
2	2010	57.7	78.9	66.7	54.6	90
	2011	63.0	69.4	65.6	56.8	90
	2012	57.7	78.3	62.4	57.9	93
5	2010					0
	2011	47.4	57.1	50.0	44.8	78
	2012	28.3	64.7	36.4	43.8	77
K-5	2010	50.8	69.9	58.4	51.5	310
	2011	52.2	65.0	55.5	53.3	391
	2012	48.2	57.1	51.8	52.2	388

Number Tested	2010	187	123	310	40,163	
	2011	291	100	391	51,019	
	2012	228	161	388	51,521	

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**	2010												61.2	0
	2011	*	40.0	49.2	45.8	*	*	43.1		38.1	54.5	46.5	63.3	86
	2012	*	43.8	64.3	60.0		*	27.3		56.7	63.6	60.3	62.2	63
1	2010	*	71.4	81.0	77.3	*	28.6	43.5		73.7	82.5	78.2	55.2	78
	2011		27.3	63.0	54.5	*	62.5	55.3		41.9	72.4	56.7	58.1	60
	2012	*	58.8	57.1	56.8		*	41.2		46.3	65.9	56.5	55.4	85
2	2010		66.7	39.0	39.5	0.0	18.4	17.6		37.8	45.5	41.6	48.6	89
	2011		50.0	54.9	55.3	*	42.4	40.7		47.7	60.9	54.4	50.6	90
	2012		*	60.0	56.5	*	33.3	42.9		46.2	70.8	58.0	49.8	50
1-2	2010	*	69.6	57.9	57.7	25.0	20.0	25.7		54.2	63.1	58.7	51.9	167
	2011		36.8	57.8	55.0	28.6	46.3	46.7		45.3	65.3	55.3	54.4	150
	2012	*	57.1	58.3	56.7	*	35.7	42.2		46.3	67.6	57.0	52.7	135
5	2010													0
	2011		*	42.5	41.1	0.0	41.5	38.6		46.3	35.1	41.0	36.2	78
	2012		16.7	38.0	35.4	0.0	28.1	25.0		42.5	29.7	36.4	37.2	77
1-5	2010	*	69.6	57.9	57.7	25.0	20.0	25.7		54.2	63.1	58.7	51.9	167
	2011		30.4	52.2	50.2	15.4	43.9	43.6		45.7	55.4	50.4	47.2	228
	2012	*	48.1	50.3	49.5	0.0	30.4	32.4		44.9	54.3	49.5	46.3	212

Number Tested	2010	1	23	140	156	8	45	74	0	83	84	167	13,990
	2011	0	23	201	213	13	82	149	0	116	112	228	22,979
	2012	3	27	179	192	9	46	105	0	107	105	212	23,868

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**	2010												1,717	0
	2011	*	1	2	3	*	*	2		1	2	3	2,106	86
	2012	*	1	8	8		*	2		6	3	9	2,027	63
1	2010	*	2	19	20	*	1	3		9	12	21	1,729	78
	2011		1	7	8	*	2	5		5	4	9	1,963	60
	2012	*	2	8	8		*	2		2	8	10	1,963	85
2	2010		2	0	2	0	0	0		1	1	2	954	89
	2011		2	6	8	*	0	2		4	4	8	1,018	90
	2012		*	3	3	*	1	2		2	2	4	1,017	50
1-2	2010	*	4	19	22	0	1	3		10	13	23	2,683	167
	2011		3	13	16	0	2	7		9	8	17	2,981	150
	2012	*	3	11	11	*	3	4		4	10	14	2,981	135
5	2010													0
	2011		*	0	0	0	0	0		0	0	0	701	78
	2012		0	4	3	0	2	2		3	1	4	822	77
1-5	2010	*	4	19	22	0	1	3		10	13	23	2,683	167
	2011		3	13	16	0	2	7		9	8	17	3,692	228
	2012	*	3	15	14	0	5	6		7	11	18	3,803	212

Number Tested	2010	1	23	140	156	8	45	74	0	83	84	167	13,990
	2011	0	23	201	213	13	82	149	0	116	112	228	22,979
	2012	3	27	179	192	9	46	105	0	107	105	212	23,868

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**	2010		10.0	34.4	29.5	*	32.1	30.6		36.7	26.9	31.7	51.2	101
	2011	*	40.0	44.7	43.3	*	31.7	42.6		38.3	50.0	44.4	56.8	124
	2012	*	37.5	43.4	41.5		38.9	37.8		33.3	51.1	41.8	55.1	98
1	2010	*	78.6	75.0	74.6	*	68.8	68.3		69.5	80.0	74.8	48.8	119
	2011		66.7	64.8	63.8	33.3	56.6	60.8		69.2	59.6	64.6	53.1	99
	2012	*	50.0	66.0	61.5	*	76.9	67.3		59.3	63.9	61.7	50.7	120
2	2010		66.7	67.9	65.9	42.9	60.5	57.7		71.7	61.4	66.7	54.6	90
	2011		75.0	64.6	65.9	*	72.7	63.0		52.3	78.3	65.6	56.8	90
	2012		*	63.6	61.8	16.7	56.9	57.7		59.6	65.2	62.4	57.9	93
K-2	2010	*	54.5	59.6	57.4	37.5	52.5	50.8		59.7	57.1	58.4	51.5	310
	2011	*	54.1	57.1	56.2	27.3	52.8	53.4		52.6	61.1	56.9	55.6	313
	2012	12.5	42.1	58.6	55.3	14.3	57.9	55.4		51.0	60.4	55.6	54.5	311
5	2010													0
	2011		*	50.7	49.3	0.0	58.5	47.4		61.0	37.8	50.0	44.8	78
	2012		33.3	36.6	38.5	0.0	37.5	28.3		40.0	32.4	36.4	43.8	77
K-5	2010	*	54.5	59.6	57.4	37.5	52.5	50.8		59.7	57.1	58.4	51.5	310
	2011	*	51.2	55.8	54.8	17.6	54.2	52.2		54.3	56.7	55.5	53.3	391
	2012	12.5	40.9	53.9	52.3	7.1	53.8	48.2		48.7	55.0	51.8	52.2	388

Number Tested	2010	1	33	272	291	16	139	187	0	154	156	310	40,163
	2011	1	41	346	372	17	168	291	0	197	194	391	51,019
	2012	8	44	332	365	14	158	228	0	197	191	388	51,521

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**	2010		0	2	2	*	2	2		2	0	2	2,358	101
	2011	*	2	10	12	*	1	10		5	7	12	2,815	124
	2012	*	0	6	5		2	2		3	3	6	2,472	98
1	2010	*	6	24	28	*	11	15		15	15	30	2,266	119
	2011		3	25	26	0	13	21		16	12	28	2,716	99
	2012	*	1	22	21	*	12	13		11	12	23	2,473	120
2	2010		4	16	18	0	4	5		10	10	20	2,484	90
	2011		1	25	25	*	10	12		11	15	26	2,746	90
	2012		*	17	17	0	9	10		10	7	17	2,843	93
K-2	2010	*	10	42	48	0	17	22		27	25	52	7,108	310
	2011	*	6	60	63	0	24	43		32	34	66	8,277	313
	2012	0	1	45	43	0	23	25		24	22	46	7,788	311
5	2010													0
	2011		*	6	4	0	3	3		6	0	6	1,395	78
	2012		1	6	5	0	1	1		3	4	7	1,426	77
K-5	2010	*	10	42	48	0	17	22		27	25	52	7,108	310
	2011	*	6	66	67	0	27	46		38	34	72	9,696	391
	2012	0	2	51	48	0	24	26		27	26	53	9,214	388

Number Tested	2010	1	33	272	291	16	139	187	0	154	156	310	40,163
	2011	1	41	346	372	17	168	291	0	197	194	391	51,019
	2012	8	44	332	365	14	158	228	0	197	191	388	51,521

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	2010	*	85.7	92.3	90.4	*	91.7	87.3		89.8	91.7	90.8	63.5	119
	2011		54.5	90.2	87.1	57.1	92.7	88.2		87.3	86.3	86.8	66.7	106
	2012	*	70.6	83.7	80.2		94.9	88.2		74.1	85.5	80.0	62.5	120
2	2010		77.8	83.1	81.5	100.0	81.6	78.4		80.0	81.8	80.9	61.4	89
	2011		87.5	86.6	87.1	*	97.0	85.2		75.0	97.8	86.7	62.0	90
	2012		*	77.9	77.0	*	76.0	72.5		72.3	81.8	76.9	63.6	91
1-2	2010	*	82.6	88.4	86.7	100.0	87.2	83.3		85.6	87.5	86.5	62.5	208
	2011		68.4	88.5	87.1	60.0	94.3	87.1		81.8	91.8	86.7	64.4	196
	2012	*	66.7	81.0	78.8	*	84.3	79.2		73.3	84.0	78.7	63.0	211
5	2010													0
	2011		*	49.3	47.9	0.0	56.1	45.6		48.8	48.6	48.7	48.6	78
	2012		33.3	43.7	46.2	0.0	46.9	33.3		42.5	43.2	42.9	45.9	77
1-5	2010	*	82.6	88.4	86.7	100.0	87.2	83.3		85.6	87.5	86.5	62.5	208
	2011		60.9	76.9	76.1	37.5	82.2	75.0		72.1	79.9	75.9	59.7	274
	2012	*	59.3	70.6	70.9	18.2	74.4	63.9		64.8	73.4	69.1	57.8	288

Number Tested	2010	1	23	181	195	11	86	114	0	104	104	208	26,937
	2011	0	23	247	259	16	129	196	0	140	134	274	38,176
	2012	3	27	255	268	11	121	180	0	145	143	288	38,650

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	2010	*	7	58	61	*	30	37		30	35	65	4,129	119
	2011		6	48	55	3	32	45		29	28	57	4,427	106
	2012	*	7	50	56		28	30		29	28	57	4,060	120
2	2010		4	37	39	4	16	19		19	23	42	3,776	89
	2011		3	39	40	*	18	23		16	26	42	3,810	90
	2012		*	29	31	*	19	24		9	21	30	3,820	91
1-2	2010	*	11	95	100	5	46	56		49	58	107	7,905	208
	2011		9	87	95	3	50	68		45	54	99	8,237	196
	2012	*	8	79	87	*	47	54		38	49	87	7,880	211
5	2010													0
	2011		*	4	4	0	1	1		4	0	4	1,416	78
	2012		0	9	7	0	4	6		5	4	9	1,169	77
1-5	2010	*	11	95	100	5	46	56		49	58	107	7,905	208
	2011		9	91	99	3	51	69		49	54	103	9,660	274
	2012	*	8	88	94	0	51	60		43	53	96	9,049	288

Number Tested	2010	1	23	181	195	11	86	114	0	104	104	208	26,937
	2011	0	23	247	259	16	129	196	0	140	134	274	38,176
	2012	3	27	255	268	11	121	180	0	145	143	288	38,650

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	2010			84.4	84.4	*	84.4	84.4		77.3	91.3	84.4	89.3	45
	2011			89.7	89.2	*	89.5	89.2		83.3	95.2	89.7	90.9	39
	2012	*		88.2	85.3		84.8	85.3		85.7	85.7	85.7	89.9	35
1	2010			78.0	76.9	*	78.0	80.0		81.0	75.0	78.0	89.1	41
	2011			83.0	83.0	*	83.0	83.0		83.3	82.6	83.0	89.4	47
	2012			100.0	100.0		100.0	100.0		100.0	100.0	100.0	89.2	35
2	2010			90.3	89.7	*	90.3	90.3		87.5	93.3	90.3	93.8	31
	2011			96.2	96.0		96.2	96.2		91.7	100.0	96.2	94.9	26
	2012			81.0	81.0	*	81.0	81.0		81.0	81.0	81.0	93.3	42
K-2	2010			83.8	83.2	37.5	83.8	84.5		81.4	86.2	83.8	90.7	117
	2011			88.4	88.1	*	88.3	88.2		85.2	91.4	88.4	91.7	112
	2012	*		89.2	88.3	*	88.1	88.2		88.1	88.7	88.4	90.8	112

Number Tested	2010	0	0	117	113	8	117	116	0	59	58	117	19,041
	2011	0	0	112	109	4	111	110	0	54	58	112	21,141
	2012	1	0	111	111	3	109	110	0	59	53	112	21,150

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	2010			17	17	*	17	17		11	6	17	3,523	45
	2011			15	15	*	15	15		6	9	15	3,964	39
	2012	*		15	14		14	15		9	6	15	3,679	35
1	2010			15	14	*	15	15		5	10	15	2,529	41
	2011			15	15	*	15	15		7	8	15	2,459	47
	2012			11	11		11	11		4	7	11	2,437	35
2	2010			5	4	*	5	5		3	2	5	3,040	31
	2011			7	6		7	7		3	4	7	3,227	26
	2012			12	12	*	12	12		4	8	12	2,934	42
K-2	2010			37	35	1	37	37		19	18	37	9,092	117
	2011			37	36	*	37	37		16	21	37	9,650	112
	2012	*		38	37	*	37	38		17	21	38	9,050	112

Number Tested	2010	0	0	117	113	8	117	116	0	59	58	117	19,041
	2011	0	0	112	109	4	111	110	0	54	58	112	21,141
	2012	1	0	111	111	3	109	110	0	59	53	112	21,150

PERFORMANCE IN 2012

Grade (2010-11)	Domain:	Listening		Speaking		Writing		Reading		Composite	
		2012 Level	N	%	N	%	N	%	N	%	N
KN (39)	Beginning	36	92.3	36	92.3	36	92.3	36	92.3	36	92.3
	Intermediate	3	7.7	3	7.7	3	7.7	3	7.7	3	7.7
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (39)	Beginning	3	7.7	3	7.7	14	35.9	15	38.5	15	38.5
	Intermediate	27	69.2	29	74.4	23	59.0	22	56.4	22	56.4
	Advanced	9	23.1	7	17.9	2	5.1	2	5.1	2	5.1
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (51)	Beginning	11	21.6	12	23.5	17	33.3	4	7.8	4	7.8
	Intermediate	19	37.3	26	51.0	21	41.2	15	29.4	16	31.4
	Advanced	19	37.3	12	23.5	11	21.6	15	29.4	18	35.3
	Advanced High	2	3.9	1	2.0	2	3.9	17	33.3	13	25.5
3 (28)	Beginning	0	0.0	0	0.0	1	3.6	0	0.0	0	0.0
	Intermediate	2	7.1	6	21.4	20	71.4	5	17.9	5	17.9
	Advanced	20	71.4	16	57.1	7	25.0	5	17.9	5	17.9
	Advanced High	6	21.4	6	21.4	0	0.0	18	64.3	18	64.3
4 (33)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	3	9.1	2	6.1	9	27.3	5	15.2	5	15.2
	Advanced	27	81.8	26	78.8	20	60.6	9	27.3	9	27.3
	Advanced High	3	9.1	5	15.2	4	12.1	19	57.6	19	57.6

**PROGRESSION FROM
2011 TO 2012**

Number Rated Both Years	2012 Level	2011 Level			
		Beg	Int	Adv	Adv High
- -	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
37 22 (59.5%)	Beginning	13			
	Intermediate	21	1		
	Advanced	1	0	1	
	Advanced High	0	0	0	
49 34 (69.4%)	Beginning	4			
	Intermediate	5	11		
	Advanced	4	13	0	
	Advanced High	2	9	1	
25 17 (68.0%)	Beginning	0			
	Intermediate	0	4		
	Advanced	0	0	4	
	Advanced High	0	0	17	
32 21 (65.6%)	Beginning	0			
	Intermediate	0	5		
	Advanced	1	2	6	
	Advanced High	0	0	18	

PERFORMANCE IN 2012

Grade (2010-11) (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2012 Level	N	%	N	%	N	%	N	%	N	%
5 (34)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	2.9	4	11.8	3	8.8	3	8.8
	Advanced	4	11.8	9	26.5	6	17.6	3	8.8	3	8.8
	Advanced High	30	88.2	24	70.6	24	70.6	28	82.4	28	82.4
ALL (224)	Beginning	50	22.3	51	22.8	68	30.4	55	24.6	55	24.6
	Intermediate	54	24.1	67	29.9	80	35.7	53	23.7	54	24.1
	Advanced	79	35.3	70	31.3	46	20.5	34	15.2	37	16.5
	Advanced High	41	18.3	36	16.1	30	13.4	82	36.6	78	34.8

**PROGRESSION FROM
2011 TO 2012**

Number Rated Both Years N (%) Progressed	2012 Level	2011 Level			
		Beg	Int	Adv	Adv High
33 27 (81.8%)	Beginning	0			
	Intermediate	0	3		
	Advanced	0	0	3	
	Advanced High	0	0	27	
180 121 (67.2%)	Beginning	21			
	Intermediate	26	24		
	Advanced	6	15	14	
	Advanced High	2	9	63	

■ Indicates students who progressed at least one level from 2011 to 2012.