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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 188

MOUNT AUBURN

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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	106
KN	140
1	150
2	133
3	126
ALL	655

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	14	2.1	4	9.5
American Indian/Alaska Native	3	0.5	*	*
Asian/Hawaiian/Pacific Islander	1	0.2	*	*
Hispanic	622	95.0	16	38.1
White	12	1.8	20	47.6
Multiple	3	0.5	0	0.0
Other* (teachers only)	—	—	2	4.8
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	460	70.2
Economically disadvantaged	619	94.5
Limited English proficient (LEP)	381	58.2
Special education	40	6.1
Talented and Gifted (TAG)	45	6.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2010	109	0	0.0	0	0.0	0	0.0	109	100.0	0	0.0	—	—
	2011	110	1	0.9	2	1.8	0	0.0	105	95.5	2	1.8	0	0.0
	2012	106	3	2.8	1	0.9	0	0.0	100	94.3	2	1.9	0	0.0
KN	2010	166	6	3.6	0	0.0	1	0.6	159	95.8	0	0.0	—	—
	2011	157	4	2.5	0	0.0	0	0.0	147	93.6	5	3.2	1	0.6
	2012	140	2	1.4	2	1.4	0	0.0	132	94.3	4	2.9	0	0.0
1	2010	134	2	1.5	1	0.7	1	0.7	127	94.8	3	2.2	—	—
	2011	150	8	5.3	0	0.0	1	0.7	137	91.3	3	2.0	1	0.7
	2012	150	3	2.0	0	0.0	0	0.0	142	94.7	4	2.7	1	0.7
2	2010	150	8	5.3	1	0.7	1	0.7	139	92.7	1	0.7	—	—
	2011	131	5	3.8	0	0.0	0	0.0	124	94.7	1	0.8	1	0.8
	2012	133	5	3.8	0	0.0	1	0.8	124	93.2	2	1.5	1	0.8
3	2010	153	3	2.0	0	0.0	0	0.0	147	96.1	3	2.0	—	—
	2011	141	9	6.4	2	1.4	1	0.7	128	90.8	1	0.7	0	0.0
	2012	126	1	0.8	0	0.0	0	0.0	124	98.4	0	0.0	1	0.8
PK-3	2010	712	19	2.7	2	0.3	3	0.4	681	95.6	7	1.0	—	—
	2011	689	27	3.9	4	0.6	2	0.3	641	93.0	12	1.7	3	0.4
	2012	655	14	2.1	3	0.5	1	0.2	622	95.0	12	1.8	3	0.5

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	109	102	93.6	70	64.2	2	1.8	67	61.5	0	0.0	109	100.0	45.9	54.1	0.0
	2011	110	102	92.7	68	61.8	0	0.0	68	61.8	0	0.0	109	99.1	40.9	59.1	0.9
	2012	106	97	91.5	63	59.4	1	0.9	63	59.4	0	0.0	106	100.0	44.3	55.7	1.9
KN	2010	166	155	93.4	93	56.0	4	2.4	128	77.1	11	6.6	55	33.1	56.0	44.0	2.4
	2011	157	140	89.2	82	52.2	7	4.5	131	83.4	9	5.7	45	28.7	46.5	53.5	3.2
	2012	140	133	95.0	77	55.0	9	6.4	77	55.0	3	2.1	39	27.9	37.9	62.1	1.4
1	2010	134	125	93.3	88	65.7	3	2.2	103	76.9	7	5.2	9	6.7	43.3	56.7	3.7
	2011	150	140	93.3	83	55.3	8	5.3	124	82.7	12	8.0	13	8.7	56.7	43.3	2.0
	2012	150	139	92.7	81	54.0	4	2.7	87	58.0	11	7.3	8	5.3	49.3	50.7	3.3
2	2010	150	137	91.3	87	58.0	1	0.7	126	84.0	15	10.0	9	6.0	54.0	46.0	4.7
	2011	131	125	95.4	82	62.6	9	6.9	117	89.3	10	7.6	7	5.3	42.7	57.3	5.3
	2012	133	128	96.2	78	58.6	14	10.5	114	85.7	19	14.3	9	6.8	55.6	44.4	0.8
3	2010	153	146	95.4	92	60.1	12	7.8	134	87.6	15	9.8	6	3.9	56.9	43.1	0.0
	2011	141	137	97.2	78	55.3	10	7.1	112	79.4	22	15.6	7	5.0	54.6	45.4	2.8
	2012	126	122	96.8	82	65.1	12	9.5	119	94.4	12	9.5	7	5.6	42.1	57.9	0.0
PK-3	2010	712	665	93.4	430	60.4	22	3.1	558	78.4	48	6.7	188	26.4	51.8	48.2	2.2
	2011	689	644	93.5	393	57.0	34	4.9	552	80.1	53	7.7	181	26.3	48.8	51.2	2.9
	2012	655	619	94.5	381	58.2	40	6.1	460	70.2	45	6.9	169	25.8	46.0	54.0	1.5

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	161	13,234	154	95.4	12,616	95.3	33	20.4	21.5	141	11,233	87.3	84.9
	2011	152	13,211	147	96.8	12,645	95.7	29	19.1	21.4	143	11,602	94.0	87.8
	2012	137	13,633	131	95.5	13,086	96.0	16	11.7	20.1	120	11,731	87.4	86.0
1	2010	133	13,848	128	96.1	13,286	95.9	22	16.5	20.0	120	11,978	90.0	86.5
	2011	145	13,458	142	97.6	12,967	96.4	24	16.5	19.0	141	12,047	96.9	89.5
	2012	152	14,026	146	96.4	13,533	96.5	25	16.5	18.6	136	12,292	89.5	87.6
2	2010	147	13,441	142	96.4	12,947	96.3	21	14.3	18.9	134	11,794	91.2	87.7
	2011	129	13,013	126	97.6	12,593	96.8	10	7.7	17.1	127	11,853	98.1	91.1
	2012	131	13,338	127	97.2	12,932	97.0	9	6.9	17.0	125	11,883	95.7	89.1
3	2010	151	13,291	145	96.4	12,854	96.7	13	8.6	17.6	135	11,815	89.7	88.9
	2011	139	12,619	136	97.9	12,254	97.1	9	6.5	16.6	132	11,604	95.3	92.0
	2012	127	12,874	124	97.4	12,508	97.2	5	3.9	15.6	121	11,592	95.1	90.0
KN-3	2010	592	53,815	569	96.1	51,704	96.1	89	15.0	19.5	530	46,820	89.5	87.0
	2011	565	52,301	551	97.5	50,459	96.5	72	12.7	18.5	543	47,106	96.0	90.1
	2012	547	53,871	528	96.6	52,060	96.6	55	10.1	17.9	502	47,498	91.8	88.2

Teachers: 42

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	4	9.5
Hispanic	16	38.1
White	20	47.6
Multiple	0	0.0
Other	2	4.8

Gender	Number	Percentage
Female	34	81.0
Male	8	19.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2009-10	8.0	—
2010-11	7.9	90.9
2011-12	6.6	90.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	7.1
1	5	11.9
2	0	0.0
3	4	9.5
4	2	4.8
5	3	7.1
1-3	9	21.4
More than 3	30	71.4
1 - 5	14	33.3
6 - 10	9	21.4
11 - 20	6	14.3
More than 20	10	23.8

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	*	*	85.1	82.9	*	79.5	82.9		78.9	89.7	84.4	84.0	77

NUMBER TESTED IN GRADE 3														
2010														0
2011														0
2012	1	1	74	70	3	39	70	0	38	39	77	6,772		

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	*	*	21	21	*	21	20		20	22	21	23	77

NUMBER TESTED IN GRADE 3														
2010														0
2011														0
2012	1	1	74	70	3	39	70	0	38	39	77	6,772		

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	56.7	48.3	55.8

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	*	*	77.3	76.3	100.0	78.3	76.5		84.6	72.9	77.9	77.0	122

NUMBER TESTED IN GRADE 3														
2010														0
2011														0
2012	1	1	119	114	6	83	115	0	52	70	122	11,860		

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	26	25	26	26		27	26	27	27	122

NUMBER TESTED IN GRADE 3														
2010														0
2011														0
2012	1	1	119	114	6	83	115	0	52	70	122	11,860		

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	55.0	56.4	71.5	56.8	46.9

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			81.8	81.4	*	81.4	81.4		75.0	84.4	81.8	88.7	44

NUMBER TESTED IN GRADE 3														
2010														0
2011														0
2012	0	0	44	43	1	43	43	0	12	32	44	5,672		

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			20	20	*	20	20		20	20	20	23	44

NUMBER TESTED IN GRADE 3														
2010														0
2011														0
2012	0	0	44	43	1	43	43	0	12	32	44			5,672

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	62.1	52.9	43.6

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	44.4	57.1	50.0	61.2	80
	2011	55.0	80.0	62.4	63.3	85
	2012	50.0	54.2	53.4	62.2	73
1	2010	35.9	54.8	44.3	55.2	70
	2011	32.7	76.9	48.0	58.1	75
	2012	35.7	44.3	41.6	55.4	89
2	2010	26.8	65.2	38.0	48.6	79
	2011	20.7	71.4	30.6	50.6	72
	2012	46.9	78.9	55.9	49.8	68
1-2	2010	30.5	59.3	40.9	51.9	149
	2011	26.2	75.0	39.5	54.4	147
	2012	42.9	52.5	47.8	52.7	157

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2010	44.5	59.0	47.9	51.2	167
	2011	41.2	65.4	45.2	56.8	157
	2012	45.5	53.1	48.9	55.1	141
1	2010	53.5	65.6	56.4	48.8	133
	2011	56.9	59.3	57.3	53.1	150
	2012	43.5	56.5	49.0	50.7	147
2	2010	69.0	83.3	71.3	54.6	150
	2011	47.9	53.8	48.5	56.8	130
	2012	68.4	94.7	72.2	57.9	133
K-2	2010	55.8	67.4	58.2	51.5	450
	2011	48.5	60.6	50.3	55.6	437
	2012	54.3	60.0	56.3	54.5	421

Number Tested	2010	140	89	229	20,252	
	2011	167	65	232	20,530	
	2012	91	139	230	21,034	

Number Tested	2010	355	95	450	40,163	
	2011	371	66	437	40,067	
	2012	276	145	421	40,477	

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		66.7	48.6	47.9	*	42.9	44.4		57.8	40.0	50.0	61.2	80
	2011	*	*	62.7	62.0	*	50.0	55.0		56.8	66.7	62.4	63.3	85
	2012	*	*	53.0	51.5	12.5	50.0	50.0		55.2	52.3	53.4	62.2	73
1	2010	*	*	41.3	47.5	*	54.5	35.9		46.7	42.5	44.3	55.2	70
	2011	*		42.9	46.2	*	20.0	32.7		52.4	42.4	48.0	58.1	75
	2012	*	*	39.5	39.2	*	36.4	35.7		38.1	44.7	41.6	55.4	89
2	2010	*	75.0	34.3	37.1	*	31.3	26.8		39.5	36.1	38.0	48.6	79
	2011	*	*	28.8	28.4	0.0	39.1	20.7		36.7	26.2	30.6	50.6	72
	2012	*	*	55.0	55.6	0.0	28.6	46.9		66.7	43.8	55.9	49.8	68
1-2	2010	33.3	80.0	37.7	42.0	*	44.7	30.5		42.5	39.5	40.9	51.9	149
	2011	*	41.7	37.4	38.3	0.0	33.3	26.2		45.8	33.3	39.5	54.4	147
	2012	*	50.0	46.1	46.7	0.0	33.3	42.9		51.3	44.3	47.8	52.7	157

Number Tested	2010	6	16	202	202	6	45	140	0	118	111	229	20,252
	2011	7	16	206	204	15	45	167	0	109	123	232	20,530
	2012	8	10	207	205	17	50	91	0	107	123	230	21,034

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		2	16	15	*	2	9		10	8	18	1,717	80
	2011	*	*	11	11	*	1	8		6	8	14	2,106	85
	2012	*	*	12	12	0	2	2		6	8	14	2,027	73
1	2010	*	*	4	7	*	2	2		4	4	8	1,729	70
	2011	*	2	14	15	*	0	3		8	8	16	1,963	75
	2012	*	*	8	6	*	0	0		6	5	11	1,963	89
2	2010	*	3	8	10	*	1	3		8	4	12	954	79
	2011	*	*	4	2	0	3	3		2	2	4	1,018	72
	2012	*	*	8	7	0	0	2		5	3	8	1,017	68
1-2	2010	2	4	12	17	*	3	5		12	8	20	2,683	149
	2011	*	2	18	17	0	3	6		10	10	20	2,981	147
	2012	*	1	16	13	0	0	2		11	8	19	2,981	157

Number Tested	2010	6	16	202	202	6	45	140	0	118	111	229	20,252
	2011	7	16	206	204	15	45	167	0	109	123	232	20,530
	2012	8	10	207	205	17	50	91	0	107	123	230	21,034

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		50.0	47.8	46.5	*	41.5	44.5	*	54.3	39.7	47.9	51.2	167
	2011	*	*	44.9	43.6	16.7	37.0	41.2		40.5	49.4	45.2	56.8	157
	2012	*	*	48.9	47.0	30.0	45.5	45.5		44.4	51.7	48.9	55.1	141
1	2010	*	*	55.6	57.9	*	61.6	53.5		61.0	52.7	56.4	48.8	133
	2011	*		42.9	56.8	*	67.5	56.9	*	57.6	56.9	57.3	53.1	150
	2012	*	*	48.2	48.1	*	43.0	43.5		51.4	46.7	49.0	50.7	147
2	2010	*	62.5	71.7	71.3	*	71.3	69.0		72.0	70.6	71.3	54.6	150
	2011	*	*	49.2	48.0	11.1	57.3	47.9		50.9	46.7	48.5	56.8	130
	2012	*	*	71.8	71.7	0.0	64.1	68.4		78.4	64.4	72.2	57.9	133
K-2	2010	66.7	56.3	57.9	58.0	14.3	57.7	55.8	*	62.1	54.0	58.2	51.5	450
	2011	75.0	33.3	50.2	50.0	10.0	54.1	48.5	*	50.0	50.7	50.3	55.6	437
	2012	80.0	50.0	55.8	55.4	18.2	50.9	54.3		59.5	53.4	56.3	54.5	421

Number Tested	2010	6	16	423	412	7	267	355	1	235	215	450	40,163
	2011	8	15	410	404	20	246	371	1	214	223	437	40,067
	2012	10	10	396	392	22	234	276	0	200	221	421	40,477

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		2	9	8	*	2	7	*	10	2	12	2,358	167
	2011	*	*	8	7	1	3	6		5	4	9	2,815	157
	2012	*	*	17	17	1	9	9		5	13	18	2,472	141
1	2010	*	*	39	40	*	36	36		17	25	42	2,266	133
	2011	*	1	37	40	*	31	34	*	27	14	41	2,716	150
	2012	*	*	9	8	*	6	6		6	4	10	2,473	147
2	2010	*	2	36	33	*	22	29		26	13	39	2,484	150
	2011	*	*	13	13	0	12	12		5	8	13	2,746	130
	2012	*	*	43	43	0	21	33		31	15	46	2,843	133
K-2	2010	3	4	84	81	0	60	72	*	53	40	93	7,108	450
	2011	2	1	58	60	1	46	52	*	37	26	63	8,277	437
	2012	1	2	69	68	1	36	48		42	32	74	7,788	421

Number Tested	2010	6	16	423	412	7	267	355	1	235	215	450	40,163
	2011	8	15	410	404	20	246	371	1	214	223	437	40,067
	2012	10	10	396	392	22	234	276	0	200	221	421	40,477

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	*	*	64.3	66.1	*	70.9	64.4		66.1	63.5	64.7	63.5	133
	2011	*	57.1	59.3	60.6	0.0	68.7	59.7	*	58.1	63.1	60.3	66.7	151
	2012	*	*	63.3	62.6	*	62.0	63.5		62.5	61.3	61.9	62.5	147
2	2010	*	62.5	77.5	77.9	*	81.6	76.2		78.0	75.0	76.7	61.4	150
	2011	*	*	49.2	45.5	22.2	58.5	47.9		49.1	46.7	47.7	62.0	130
	2012	*	*	88.7	87.4	22.2	85.9	86.8		90.5	84.7	88.0	63.6	133
1-2	2010	66.7	60.0	71.2	72.4	*	76.3	70.9		73.0	69.0	71.0	62.5	283
	2011	*	36.4	54.5	53.6	13.3	63.6	53.9	*	54.6	54.3	54.4	64.4	281
	2012	50.0	50.0	75.3	74.8	25.0	73.9	76.9		76.7	71.6	74.3	63.0	280

Number Tested	2010	6	10	264	257	2	173	227	0	141	142	283	26,937
	2011	3	11	264	265	15	165	241	1	141	140	281	26,660
	2012	6	8	263	258	12	157	199	0	146	134	280	26,880

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	*	*	45	46	*	35	36		23	25	48	4,129	133
	2011	*	1	42	44	0	31	36	*	25	20	45	4,427	151
	2012	*	*	33	28	*	17	17		24	11	35	4,060	147
2	2010	*	2	66	64	*	45	60		44	26	70	3,776	150
	2011	*	*	21	22	0	20	21		9	13	22	3,810	130
	2012	*	*	68	68	0	36	56		41	30	71	3,820	133
1-2	2010	3	3	111	110	*	80	96		67	51	118	7,905	283
	2011	*	1	63	66	0	51	57	*	34	33	67	8,237	281
	2012	2	1	101	96	1	53	73		65	41	106	7,880	280

Number Tested	2010	6	10	264	257	2	173	227	0	141	142	283	26,937
	2011	3	11	264	265	15	165	241	1	141	140	281	26,660
	2012	6	8	263	258	12	157	199	0	146	134	280	26,880

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			84.9	84.3	*	84.9	85.5	*	85.4	84.2	84.9	89.3	86
	2011			84.7	84.1	*	84.1	84.5		83.8	85.7	84.7	90.9	72
	2012	*		86.4	86.2	*	88.9	88.9		75.0	93.0	86.6	89.9	67
1	2010			92.3	93.5		92.3	92.2		89.7	94.4	92.3	89.1	65
	2011	*		95.9	96.0		95.9	95.9	*	97.7	93.8	96.0	89.4	75
	2012			86.7	86.4	*	86.4	86.4		87.5	85.7	86.7	89.2	60
2	2010			97.2	97.0		97.2	97.1		100.0	93.8	97.2	93.8	71
	2011			93.1	93.0	*	93.2	93.2		92.0	94.1	93.2	94.9	59
	2012	*		98.4	98.4	*	98.4	98.5		100.0	96.3	98.5	93.3	65
K-2	2010			91.0	91.0	*	91.0	91.2	*	91.4	90.6	91.0	90.7	222
	2011	*		91.2	91.0	*	91.0	91.2	*	91.4	91.1	91.3	91.7	206
	2012	*		90.5	90.4	*	91.4	91.4		89.4	91.8	90.6	90.8	192

Number Tested	2010	0	0	222	211	1	222	217	1	116	106	222	19,041
	2011	1	0	204	201	5	201	204	1	105	101	206	19,081
	2012	2	0	190	188	4	186	187	0	94	98	192	18,911

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			30	30	*	30	29	*	16	14	30	3,523	86
	2011			26	24	*	23	25		14	12	26	3,964	72
	2012	*		26	27	*	26	26		7	20	27	3,679	67
1	2010			26	26		26	25		10	16	26	2,529	65
	2011	*		35	35		35	35	*	21	14	35	2,459	75
	2012			24	23	*	24	24		14	10	24	2,437	60
2	2010			58	54		58	57		32	26	58	3,040	71
	2011			33	32	*	33	33		12	21	33	3,227	59
	2012	*		25	24	*	24	25		13	12	25	2,934	65
K-2	2010			114	110	*	114	111	*	58	56	114	9,092	222
	2011	*		94	91	*	91	93	*	47	47	94	9,650	206
	2012	*		75	74	*	74	75		34	42	76	9,050	192

Number Tested	2010	0	0	222	211	1	222	217	1	116	106	222	19,041
	2011	1	0	204	201	5	201	204	1	105	101	206	19,081
	2012	2	0	190	188	4	186	187	0	94	98	192	18,911

PERFORMANCE IN 2012

Grade (2010-11)	Domain:	Listening		Speaking		Writing		Reading		Composite	
		2012 Level	N	%	N	%	N	%	N	%	N
KN (75)	Beginning	32	42.7	35	46.7	59	78.7	34	45.3	34	45.3
	Intermediate	17	22.7	14	18.7	15	20.0	19	25.3	19	25.3
	Advanced	21	28.0	21	28.0	1	1.3	18	24.0	18	24.0
	Advanced High	5	6.7	5	6.7	0	0.0	4	5.3	4	5.3
1 (82)	Beginning	4	4.9	16	19.5	23	28.0	21	25.6	21	25.6
	Intermediate	38	46.3	39	47.6	47	57.3	38	46.3	38	46.3
	Advanced	31	37.8	17	20.7	12	14.6	20	24.4	20	24.4
	Advanced High	9	11.0	10	12.2	0	0.0	3	3.7	3	3.7
2 (77)	Beginning	1	1.3	1	1.3	24	31.2	6	7.8	6	7.8
	Intermediate	8	10.4	9	11.7	32	41.6	30	39.0	30	39.0
	Advanced	31	40.3	29	37.7	21	27.3	23	29.9	23	29.9
	Advanced High	37	48.1	38	49.4	0	0.0	18	23.4	18	23.4
3 (83)	Beginning	3	3.6	3	3.6	14	16.9	11	13.3	11	13.3
	Intermediate	9	10.8	16	19.3	22	26.5	16	19.3	16	19.3
	Advanced	35	42.2	33	39.8	27	32.5	24	28.9	24	28.9
	Advanced High	36	43.4	31	37.3	20	24.1	32	38.6	32	38.6
ALL (317)	Beginning	40	12.6	55	17.4	120	37.9	72	22.7	72	22.7
	Intermediate	72	22.7	78	24.6	116	36.6	103	32.5	103	32.5
	Advanced	118	37.2	100	31.5	61	19.2	85	26.8	85	26.8
	Advanced High	87	27.4	84	26.5	20	6.3	57	18.0	57	18.0

**PROGRESSION FROM
2011 TO 2012**

Number Rated Both Years	2012 Level	2011 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
79 48 (60.8%)	Beginning	19			
	Intermediate	30	8		
	Advanced	12	3	4	
	Advanced High	0	3	0	
76 49 (64.5%)	Beginning	6			
	Intermediate	16	14		
	Advanced	7	9	7	
	Advanced High	4	8	5	
81 45 (55.6%)	Beginning	10			
	Intermediate	4	11		
	Advanced	0	9	15	
	Advanced High	0	2	30	
238 143 (60.1%)	Beginning	36			
	Intermediate	50	33		
	Advanced	20	21	26	
	Advanced High	4	13	35	

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