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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 215

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2. Contents Table of Contents

STUDENTS AND STAFF

- 5. Summary Summary of Student and Teacher Statistics
- 7. Enrollment (2) Enrollment Statistics by Select Student Group
- 9. Teachers Teacher Statistics

STAAR

- 10. 3-8 Reading STAAR 3-8 Reading
- 15. 3-8 Math STAAR 3-8 Mathematics

ITBS & LOGRAMOS

- 20. Compliance SCE Compliance for At-Risk Students
- 23. ITBS Math ITBS Mathematics

ENGLISH PROFICIENCY

- 27. WMLS Woodcock-Muñoz Language Survey

3. Notes Notes and Data Descriptions

- 6. Enrollment (1) Enrollment Statistics by Ethnicity
- 8. Attendance Student Attendance Statistics

- 13. 3-8 Writing STAAR 3-8 Writing
- 18. 3-8 Science STAAR 3-8 Science

21. ITBS Read ITBS Reading

28. TELPAS Texas English Language Proficiency Assessment System

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	85
KN	59
1	58
2	68
3	72
4	72
5	61
ALL	475

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	449	94.5	27	87.1
American Indian/Alaska Native	3	0.6	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	20	4.2	1	3.2
White	2	0.4	2	6.5
Multiple	0	0.0	1	3.2
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	152	32.0
Economically disadvantaged	458	96.4
Limited English proficient (LEP)	17	3.6
Special education	18	3.8
Talented and Gifted (TAG)	64	13.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2010	30	29	96.7	0	0.0	0	0.0	1	3.3	0	0.0	—	—
	2011	41	41	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2012	85	80	94.1	0	0.0	0	0.0	3	3.5	1	1.2	0	0.0
KN	2010	89	87	97.8	0	0.0	0	0.0	1	1.1	1	1.1	—	—
	2011	46	45	97.8	0	0.0	0	0.0	1	2.2	0	0.0	0	0.0
	2012	59	57	96.6	1	1.7	0	0.0	1	1.7	0	0.0	0	0.0
1	2010	82	76	92.7	0	0.0	0	0.0	6	7.3	0	0.0	—	—
	2011	91	85	93.4	0	0.0	0	0.0	4	4.4	0	0.0	0	0.0
	2012	58	56	96.6	1	1.7	0	0.0	1	1.7	0	0.0	0	0.0
2	2010	85	83	97.6	0	0.0	0	0.0	2	2.4	0	0.0	—	—
	2011	74	65	87.8	1	1.4	0	0.0	7	9.5	0	0.0	0	0.0
	2012	68	64	94.1	0	0.0	0	0.0	3	4.4	1	1.5	0	0.0
3	2010	87	82	94.3	0	0.0	0	0.0	4	4.6	1	1.1	—	—
	2011	84	83	98.8	1	1.2	0	0.0	0	0.0	0	0.0	0	0.0
	2012	72	65	90.3	0	0.0	0	0.0	7	9.7	0	0.0	0	0.0
4	2010	89	88	98.9	0	0.0	0	0.0	1	1.1	0	0.0	—	—
	2011	70	66	94.3	0	0.0	0	0.0	3	4.3	0	0.0	0	0.0
	2012	72	70	97.2	1	1.4	0	0.0	1	1.4	0	0.0	0	0.0
5	2010	75	74	98.7	0	0.0	0	0.0	1	1.3	0	0.0	—	—
	2011	78	77	98.7	0	0.0	0	0.0	1	1.3	0	0.0	0	0.0
	2012	61	57	93.4	0	0.0	0	0.0	4	6.6	0	0.0	0	0.0
PK-5	2010	537	519	96.6	0	0.0	0	0.0	16	3.0	2	0.4	—	—
	2011	484	462	95.5	2	0.4	0	0.0	16	3.3	0	0.0	0	0.0
	2012	475	449	94.5	3	0.6	0	0.0	20	4.2	2	0.4	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)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
PK	2010	30	30	100.0	1	3.3	0	0.0	3	10.0	0	0.0	30	100.0	36.7	63.3	0.0
	2011	41	40	97.6	0	0.0	0	0.0	2	4.9	0	0.0	39	95.1	43.9	56.1	0.0
	2012	85	85	100.0	3	3.5	0	0.0	4	4.7	0	0.0	85	100.0	57.6	42.4	0.0
KN	2010	89	83	93.3	0	0.0	0	0.0	12	13.5	0	0.0	38	42.7	46.1	53.9	1.1
	2011	46	41	89.1	1	2.2	2	4.3	21	45.7	0	0.0	28	60.9	52.2	47.8	0.0
	2012	59	58	98.3	0	0.0	4	6.8	1	1.7	4	6.8	22	37.3	50.8	49.2	0.0
1	2010	82	75	91.5	6	7.3	4	4.9	30	36.6	0	0.0	10	12.2	48.8	51.2	1.2
	2011	91	81	89.0	1	1.1	0	0.0	42	46.2	11	12.1	11	12.1	46.2	53.8	5.5
	2012	58	54	93.1	1	1.7	3	5.2	11	19.0	0	0.0	8	13.8	51.7	48.3	6.9
2	2010	85	76	89.4	0	0.0	3	3.5	46	54.1	10	11.8	9	10.6	52.9	47.1	3.5
	2011	74	67	90.5	6	8.1	3	4.1	38	51.4	10	13.5	4	5.4	52.7	47.3	1.4
	2012	68	67	98.5	1	1.5	0	0.0	24	35.3	16	23.5	8	11.8	41.2	58.8	1.5
3	2010	87	81	93.1	3	3.4	5	5.7	38	43.7	12	13.8	9	10.3	46.0	54.0	2.3
	2011	84	78	92.9	0	0.0	5	6.0	28	33.3	14	16.7	11	13.1	48.8	51.2	0.0
	2012	72	68	94.4	7	9.7	4	5.6	38	52.8	15	20.8	5	6.9	48.6	51.4	1.4
4	2010	89	79	88.8	1	1.1	6	6.7	35	39.3	15	16.9	4	4.5	44.9	55.1	0.0
	2011	70	67	95.7	3	4.3	6	8.6	31	44.3	17	24.3	4	5.7	38.6	61.4	0.0
	2012	72	67	93.1	1	1.4	6	8.3	42	58.3	13	18.1	9	12.5	43.1	56.9	1.4
5	2010	75	69	92.0	1	1.3	5	6.7	34	45.3	9	12.0	6	8.0	48.0	52.0	0.0
	2011	78	67	85.9	1	1.3	8	10.3	34	43.6	17	21.8	4	5.1	48.7	51.3	0.0
	2012	61	59	96.7	4	6.6	1	1.6	32	52.5	16	26.2	7	11.5	36.1	63.9	1.6
PK-5	2010	537	493	91.8	12	2.2	23	4.3	198	36.9	46	8.6	106	19.7	47.1	52.9	1.3
	2011	484	441	91.1	12	2.5	24	5.0	196	40.5	69	14.3	101	20.9	47.3	52.7	1.2
	2012	475	458	96.4	17	3.6	18	3.8	152	32.0	64	13.5	144	30.3	47.4	52.6	1.7

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	90	13,234	86	95.6	12,616	95.3	14	15.6	21.5	75	11,233	83.5	84.9
	2011	44	13,211	42	95.2	12,645	95.7	11	24.9	21.4	39	11,602	88.4	87.8
	2012	57	13,633	55	96.8	13,086	96.0	14	24.6	20.1	48	11,731	84.5	86.0
1	2010	80	13,848	77	96.3	13,286	95.9	7	8.7	20.0	75	11,978	93.3	86.5
	2011	85	13,458	82	96.4	12,967	96.4	19	22.3	19.0	77	12,047	90.2	89.5
	2012	55	14,026	53	96.4	13,533	96.5	17	30.8	18.6	46	12,292	83.2	87.6
2	2010	85	13,441	82	96.7	12,947	96.3	10	11.8	18.9	77	11,794	90.7	87.7
	2011	71	13,013	68	96.5	12,593	96.8	12	16.9	17.1	65	11,853	91.7	91.1
	2012	66	13,338	64	97.5	12,932	97.0	15	22.9	17.0	59	11,883	89.9	89.1
3	2010	85	13,291	81	95.9	12,854	96.7	16	18.9	17.6	77	11,815	90.7	88.9
	2011	81	12,619	79	96.9	12,254	97.1	17	20.9	16.6	72	11,604	88.7	92.0
	2012	70	12,874	68	97.3	12,508	97.2	16	22.8	15.6	58	11,592	82.7	90.0
4	2010	86	12,300	83	96.6	11,900	96.8	12	14.0	17.2	78	10,987	90.9	89.3
	2011	68	12,506	65	96.8	12,150	97.1	4	5.9	15.7	67	11,544	99.2	92.3
	2012	71	12,493	69	96.7	12,139	97.2	8	11.2	16.7	66	11,218	92.6	89.8
5	2010	74	11,688	72	97.1	11,310	96.8	7	9.5	17.0	68	10,453	91.9	89.4
	2011	77	11,742	76	98.6	11,419	97.2	6	7.8	8.2	70	10,892	90.6	92.8
	2012	61	12,562	59	97.1	12,220	97.3	2	3.3	5.4	57	11,364	93.6	90.5
KN-5	2010	500	77,802	482	96.3	74,914	96.3	66	13.2	18.8	450	68,260	90.0	87.7
	2011	426	76,549	413	96.9	74,028	96.7	69	16.2	16.5	390	69,542	91.5	90.8
	2012	380	78,926	369	97.0	76,419	96.8	72	18.9	15.7	334	70,080	87.9	88.8

Teachers: 31

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	27	87.1
Hispanic	1	3.2
White	2	6.5
Multiple	1	3.2
Other	0	0.0

Gender	Number	Percentage
Female	27	87.1
Male	4	12.9

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2009-10	7.1	—
2010-11	6.6	90.6
2011-12	6.9	93.9

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	3.2
2	1	3.2
3	1	3.2
4	1	3.2
5	2	6.5
1-3	3	9.7
More than 3	28	90.3
1 - 5	6	19.4
6 - 10	7	22.6
11 - 20	9	29.0
More than 20	9	29.0

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		82.5	71.4	80.3	*	71.4	52.2		69.7	91.9	81.4	84.0	70
4	2010													
	2011													
	2012		71.9	*	70.0	*	*	31.3		67.9	73.7	71.2	76.8	66
5	2010													
	2011													
	2012	*	92.6	*	92.7	*	*	81.0		95.5	91.7	93.1	80.3	58
3-5	2010													
	2011													
	2012	*	81.8	81.8	80.7	42.9	81.8	56.7		75.9	85.6	81.4	80.3	194

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	1	181	11	181	7	11	60	0	83	111	194	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		23	24	22	*	24	17		21	25	23	23	70
4	2010													
	2011													
	2012		24	*	24	*	*	16		24	24	24	26	66
5	2010													
	2011													
	2012	*	30	*	30	*	*	26		30	30	30	29	58
3-5	2010													
	2011													
	2012	*	26	25	25	20	25	20		24	26	25	26	194

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	1	181	11	181	7	11	60	0	83	111	194	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	62.6	52.9	60.7
4	2010			
	2011			
	2012	57.0	55.3	52.6
5	2010			
	2011			
	2012	67.9	59.2	70.4
3-5	2010			
	2011			
	2012	62.3	55.6	60.8

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		24	*	23	*	*	19		24	24	24	24	68

NUMBER TESTED IN GRADE 4														
2010														0
2011														0
2012	0	66	1	62	2	1	17	0	30	38	68	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	3.9	3.8	59.0	57.3

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		65.1	71.4	65.2	*	71.4	34.8		63.6	67.6	65.7	77.0	70
4	2010													
	2011													
	2012		80.0	*	77.0	*	*	50.0		79.3	76.3	77.6	79.5	67
5	2010													
	2011													
	2012	*	79.6	*	76.4	*	*	57.1		86.4	72.2	77.6	76.2	58
3-5	2010													
	2011													
	2012	*	74.7	54.5	72.5	28.6	54.5	46.7		75.0	72.1	73.3	77.6	195

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	1	182	11	182	7	11	60	0	84	111	195	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		23	27	23	*	27	18		24	24	24	27	70
4	2010													
	2011													
	2012		27	*	27	*	*	19		28	27	27	28	67
5	2010													
	2011													
	2012	*	31	*	30	*	*	25		33	29	30	30	58

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	50.3	47.7	63.7	52.3	40.2
4	2010					
	2011					
	2012	59.7	57.2	58.2	48.5	50.7
5	2010					
	2011					
	2012	64.8	61.5	55.7	50.4	64.1
3-5	2010					
	2011					
	2012	57.8	55.1	59.4	50.4	50.9

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	*	27	*	27	*	*	25		29	26	27	30	58

NUMBER TESTED IN GRADE 5														
2010														0
2011														0
2012	1	54	3	55	1	3	21	0	22	36	58	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	64.9	72.8	51.3	61.1

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	58.3	84.6	81.1	61.2	90
	2011	95.2	96.3	95.8	63.3	48
	2012	*	91.4	91.5	62.2	59
1	2010	58.1	92.3	79.5	55.2	83
	2011	57.1	89.8	74.2	58.1	89
	2012	81.8	91.5	89.5	55.4	57
2	2010	71.1	97.5	83.5	48.6	85
	2011	74.4	94.6	84.0	50.6	75
	2012	70.8	88.6	82.4	49.8	68
5	2010					0
	2011	11.1	62.5	38.2	36.2	76
	2012	39.4	71.0	54.7	37.2	64
1-5	2010	65.8	94.6	81.5	51.9	168
	2011	48.7	82.5	65.8	47.2	240
	2012	57.4	85.2	75.1	46.3	189

Number Tested	2010	88	170	258	20,252	
	2011	138	153	288	29,740	
	2012	69	180	248	30,807	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2010	50.0	87.2	82.2	51.2	90
	2011	71.4	88.9	81.3	56.8	48
	2012	*	89.7	88.1	55.1	59
1	2010	64.5	78.8	73.5	48.8	83
	2011	64.3	85.7	75.3	53.1	89
	2012	81.8	83.0	82.5	50.7	57
2	2010	69.6	92.5	80.2	54.6	86
	2011	76.9	94.6	85.3	56.8	75
	2012	58.3	84.1	75.0	57.9	68
5	2010					0
	2011	20.0	75.0	49.3	44.8	75
	2012	48.4	77.4	62.9	43.8	62
K-5	2010	65.2	85.9	78.8	51.5	259
	2011	57.7	85.6	72.1	53.3	287
	2012	56.7	84.4	76.8	52.2	246

Number Tested	2010	89	170	259	40,163	
	2011	137	153	287	51,019	
	2012	67	180	246	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	*	81.8	*	81.0			58.3		81.0	81.3	81.1	61.2	90
	2011		95.7	*	95.2	*	*	95.2		96.0	95.7	95.8	63.3	48
	2012		91.2	*	91.1	*		*		83.3	100.0	91.5	62.2	59
1	2010		79.2	83.3	77.6	*	83.3	58.1		68.3	90.5	79.5	55.2	83
	2011		74.1	*	74.1		*	57.1		65.0	81.6	74.2	58.1	89
	2012		89.1	*	88.7	*	*	81.8		93.3	85.2	89.5	55.4	57
2	2010		83.1	*	84.2	*		71.1		77.8	90.0	83.5	48.6	85
	2011		83.6	85.7	82.6	*	83.3	74.4		74.4	94.4	84.0	50.6	75
	2012	*	82.8	*	81.8		*	70.8		78.6	85.0	82.4	49.8	68
1-2	2010		81.3	87.5	80.9	66.7	83.3	65.8		73.3	90.2	81.5	51.9	168
	2011		78.3	81.8	78.0	*	71.4	65.4		69.6	87.1	78.7	54.4	164
	2012	*	85.7	*	84.9	*	*	74.3		86.2	85.1	85.6	52.7	125
5	2010													0
	2011		37.8	*	38.3	0.0	*	11.1		27.3	47.6	38.2	36.2	76
	2012		56.7	*	55.0	*	*	39.4		56.5	53.7	54.7	37.2	64
1-5	2010		81.3	87.5	80.9	66.7	83.3	65.8		73.3	90.2	81.5	51.9	168
	2011		65.0	83.3	66.7	10.0	75.0	48.7		57.1	74.0	65.8	47.2	240
	2012	*	76.0	42.9	74.9	*	*	57.4		77.8	73.1	75.1	46.3	189

Number Tested	2010	0	160	8	152	6	6	76	0	86	82	168	13,990
	2011	0	226	12	210	10	8	117	0	112	127	240	22,979
	2012	1	179	7	179	5	5	68	0	81	108	189	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	*	39	*	36			4		20	19	39	1,717	90
	2011		39	*	34	*	*	14		20	19	39	2,106	48
	2012		46	*	46	*		*		23	25	48	2,027	59
1	2010		49	4	48	*	4	10		23	30	53	1,729	83
	2011		44	*	40		*	13		17	28	45	1,963	89
	2012		32	*	29	*	*	6		18	14	32	1,963	57
2	2010		43	*	38	*		14		22	22	44	954	85
	2011		45	5	45	*	5	21		22	29	51	1,018	75
	2012	*	28	*	27		*	3		10	18	28	1,017	68
1-2	2010		92	5	86	2	4	24		45	52	97	2,683	168
	2011		89	6	85	*	5	34		39	57	96	2,981	164
	2012	*	60	*	56	*	*	9		28	32	60	2,981	125
5	2010													0
	2011		3	*	3	0	*	0		2	1	3	701	76
	2012		3	*	3	*	*	0		0	3	3	822	64
1-5	2010		92	5	86	2	4	24		45	52	97	2,683	168
	2011		92	6	88	1	5	34		41	58	99	3,692	240
	2012	*	63	0	59	*	*	9		28	35	63	3,803	189

Number Tested	2010	0	160	8	152	6	6	76	0	86	82	168	13,990
	2011	0	226	12	210	10	8	117	0	112	127	240	22,979
	2012	1	179	7	179	5	5	68	0	81	108	189	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	*	81.8	*	81.0			50.0		81.0	83.3	82.2	51.2	90
	2011		80.9	*	85.7	*	*	71.4		80.0	82.6	81.3	56.8	48
	2012		87.7	*	87.5	*		*		83.3	93.1	88.1	55.1	59
1	2010		72.7	83.3	71.1	*	83.3	64.5		63.4	83.3	73.5	48.8	83
	2011		74.1	*	72.8		*	64.3		77.5	73.5	75.3	53.1	89
	2012		81.8	*	81.1	*	*	81.8		86.7	77.8	82.5	50.7	57
2	2010		79.8	*	79.2	*		69.6		75.6	85.4	80.2	54.6	86
	2011		85.1	85.7	84.1	*	83.3	76.9		76.9	94.4	85.3	56.8	75
	2012	*	75.0	*	74.2		*	58.3		75.0	75.0	75.0	57.9	68
K-2	2010	*	78.3	88.9	77.2	42.9	83.3	65.2		73.4	84.0	78.8	51.5	259
	2011		79.4	91.7	79.7	33.3	87.5	70.6		77.9	82.4	80.2	55.6	212
	2012	*	81.3	*	80.6	42.9	*	63.9		81.8	81.3	81.5	54.5	184
5	2010													0
	2011		49.3	*	50.8	0.0	*	20.0		58.8	42.5	49.3	44.8	75
	2012		63.8	*	64.4	*	*	48.4		73.9	56.4	62.9	43.8	62
K-5	2010	*	78.3	88.9	77.2	42.9	83.3	65.2		73.4	84.0	78.8	51.5	259
	2011		71.3	92.3	72.7	15.4	88.9	57.7		73.2	71.6	72.1	53.3	287
	2012	*	76.9	62.5	76.5	44.4	*	56.7		80.2	74.1	76.8	52.2	246

Number Tested	2010	1	249	9	237	7	6	89	0	128	131	259	40,163
	2011	0	272	13	253	13	9	137	0	138	148	287	51,019
	2012	1	234	8	234	9	5	67	0	111	135	246	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	*	28	*	26			5		12	16	28	2,358	90
	2011		24	*	22	*	*	7		13	11	24	2,815	48
	2012		36	*	37	*		*		17	21	38	2,472	59
1	2010		35	3	34	*	3	12		19	19	38	2,266	83
	2011		36	*	34		*	18		19	20	39	2,716	89
	2012		13	*	12	*	*	5		9	5	14	2,473	57
2	2010		40	*	37	*		14		18	23	41	2,484	86
	2011		34	6	37	*	5	16		20	21	41	2,746	75
	2012	*	31	*	32		*	9		14	19	33	2,843	68
K-2	2010	*	103	4	97	1	3	31		49	58	107	7,108	259
	2011		94	9	93	1	6	41		52	52	104	8,277	212
	2012	*	80	*	81	2	*	14		40	45	85	7,788	184
5	2010													0
	2011		6	*	4	0	*	0		4	2	6	1,395	75
	2012		8	*	8	*	*	2		3	5	8	1,426	62
K-5	2010	*	103	4	97	1	3	31		49	58	107	7,108	259
	2011		100	9	97	1	6	41		56	54	110	9,696	287
	2012	*	88	4	89	2	*	16		43	50	93	9,214	246

Number Tested	2010	1	249	9	237	7	6	89	0	128	131	259	40,163
	2011	0	272	13	253	13	9	137	0	138	148	287	51,019
	2012	1	234	8	234	9	5	67	0	111	135	246	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		74.0	100.0	75.0	*	100.0	67.7		70.7	81.0	75.9	63.5	83
	2011		84.7	*	82.7		*	81.0		85.0	83.7	84.3	66.7	89
	2012		74.5	*	73.6	*	*	90.9		80.0	70.4	75.4	62.5	57
2	2010		92.8	*	92.1	*		88.9		88.9	97.5	92.9	61.4	85
	2011		82.1	85.7	81.2	*	83.3	71.8		76.9	88.9	82.7	62.0	75
	2012	*	84.4	*	83.3		*	83.3		82.1	85.0	83.8	63.6	68
1-2	2010		83.8	100.0	83.6	66.7	100.0	80.3		80.2	89.0	84.5	62.5	168
	2011		83.6	81.8	82.0	*	85.7	76.5		81.0	85.9	83.5	64.4	164
	2012	*	79.8	*	79.0	*	*	85.7		81.0	79.1	80.0	63.0	125
5	2010													0
	2011		61.3	*	62.3	0.0	*	44.4		68.6	56.1	62.3	48.6	77
	2012		63.8	*	64.4	*	*	48.4		60.9	64.1	62.9	45.9	62
1-5	2010		83.8	100.0	83.6	66.7	100.0	80.3		80.2	89.0	84.5	62.5	168
	2011		76.2	83.3	76.3	20.0	87.5	66.7		77.2	76.2	76.8	59.7	241
	2012	*	74.6	85.7	74.2	*	*	68.2		75.3	73.6	74.3	57.8	187

Number Tested	2010	0	160	8	152	6	6	76	0	86	82	168	26,937
	2011	0	227	12	211	10	8	117	0	114	126	241	38,176
	2012	1	177	7	178	5	5	66	0	81	106	187	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		33	4	32	*	4	12		18	19	37	4,129	83
	2011		43	*	43		*	23		22	24	46	4,427	89
	2012		17	*	16	*	*	8		13	5	18	4,060	57
2	2010		66	*	61	*		32		34	34	68	3,776	85
	2011		34	6	36	*	5	14		23	18	41	3,810	75
	2012	*	23	*	25		*	8		10	15	25	3,820	68
1-2	2010		99	6	93	2	4	44		52	53	105	7,905	168
	2011		77	9	79	*	6	37		45	42	87	8,237	164
	2012	*	40	*	41	*	*	16		23	20	43	7,880	125
5	2010													0
	2011		18	*	17	0	*	2		8	11	19	1,416	77
	2012		14	*	13	*	*	2		2	12	14	1,169	62
1-5	2010		99	6	93	2	4	44		52	53	105	7,905	168
	2011		95	10	96	1	7	39		53	53	106	9,660	241
	2012	*	54	3	54	*	*	18		25	32	57	9,049	187

Number Tested	2010	0	160	8	152	6	6	76	0	86	82	168	26,937
	2011	0	227	12	211	10	8	117	0	114	126	241	38,176
	2012	1	177	7	178	5	5	66	0	81	106	187	38,650

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2011		Level 2 in 2011		Level 3 in 2011		Levels 1-3 in 2011	
	Number Tested Both Years	Percentage Improved in 2012	Number Tested Both Years	Percentage Improved in 2012	Number Tested Both Years	Percentage Improved in 2012	Number Tested Both Years	Percentage Improved in 2012
5	1	0.0	0	-	0	-	1	0.0
ALL	1	0.0	0	-	0	-	1	0.0

PERFORMANCE IN 2012

Grade (2010-11)	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
3 (7)	Beginning	2	28.6	2	28.6	3	42.9	1	14.3	1	14.3
	Intermediate	1	14.3	1	14.3	0	0.0	1	14.3	1	14.3
	Advanced	2	28.6	2	28.6	2	28.6	1	14.3	2	28.6
	Advanced High	2	28.6	2	28.6	2	28.6	4	57.1	3	42.9
ALL (14)	Beginning	3	21.4	3	21.4	4	28.6	2	14.3	2	14.3
	Intermediate	4	28.6	6	42.9	5	35.7	1	7.1	1	7.1
	Advanced	5	35.7	3	21.4	3	21.4	5	35.7	8	57.1
	Advanced High	2	14.3	2	14.3	2	14.3	6	42.9	3	21.4

**PROGRESSION FROM
2011 TO 2012**

Number Rated Both Years	2012 Level	2011 Level			
		Beg	Int	Adv	Adv High
7 4 (57.1%)	Beginning	1			
	Intermediate	1	0		
	Advanced	0	0	2	
	Advanced High	0	0	3	
13 6 (46.2%)	Beginning	1			
	Intermediate	1	0		
	Advanced	0	2	6	
	Advanced High	0	0	3	

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