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Dallas Independent School District

Data Packet

for 2012-13 Planning

Evaluation and Accountability
Data Analysis, Reporting, and Research Services

<http://mydata.dallasisd.org>
OIR@dallasisd.org

School Number 235

BIRDIE ALEXANDER

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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	41
KN	64
1	73
2	61
3	51
4	67
5	68
ALL	425

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	377	88.7	24	80.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	47	11.1	1	3.3
White	1	0.2	4	13.3
Multiple	0	0.0	1	3.3
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	163	38.4
Economically disadvantaged	398	93.6
Limited English proficient (LEP)	23	5.4
Special education	41	9.6
Talented and Gifted (TAG)	17	4.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2010	43	34	79.1	0	0.0	0	0.0	9	20.9	0	0.0	—	—
	2011	40	29	72.5	0	0.0	0	0.0	11	27.5	0	0.0	0	0.0
	2012	41	37	90.2	0	0.0	0	0.0	4	9.8	0	0.0	0	0.0
KN	2010	74	56	75.7	0	0.0	1	1.4	16	21.6	1	1.4	—	—
	2011	82	63	76.8	0	0.0	0	0.0	19	23.2	0	0.0	0	0.0
	2012	64	55	85.9	0	0.0	0	0.0	9	14.1	0	0.0	0	0.0
1	2010	73	62	84.9	0	0.0	0	0.0	11	15.1	0	0.0	—	—
	2011	67	48	71.6	1	1.5	0	0.0	17	25.4	1	1.5	0	0.0
	2012	73	61	83.6	0	0.0	0	0.0	12	16.4	0	0.0	0	0.0
2	2010	75	59	78.7	0	0.0	0	0.0	16	21.3	0	0.0	—	—
	2011	76	67	88.2	0	0.0	0	0.0	9	11.8	0	0.0	0	0.0
	2012	61	54	88.5	0	0.0	0	0.0	6	9.8	1	1.6	0	0.0
3	2010	76	57	75.0	0	0.0	0	0.0	19	25.0	0	0.0	—	—
	2011	86	69	80.2	0	0.0	0	0.0	17	19.8	0	0.0	0	0.0
	2012	51	47	92.2	0	0.0	0	0.0	4	7.8	0	0.0	0	0.0
4	2010	66	54	81.8	0	0.0	0	0.0	12	18.2	0	0.0	—	—
	2011	77	60	77.9	0	0.0	0	0.0	17	22.1	0	0.0	0	0.0
	2012	67	61	91.0	0	0.0	0	0.0	6	9.0	0	0.0	0	0.0
5	2010	73	58	79.5	0	0.0	0	0.0	14	19.2	1	1.4	—	—
	2011	87	71	81.6	2	2.3	0	0.0	14	16.1	0	0.0	0	0.0
	2012	68	62	91.2	0	0.0	0	0.0	6	8.8	0	0.0	0	0.0
PK-5	2010	480	380	79.2	0	0.0	1	0.2	97	20.2	2	0.4	—	—
	2011	515	407	79.0	3	0.6	0	0.0	104	20.2	1	0.2	0	0.0
	2012	425	377	88.7	0	0.0	0	0.0	47	11.1	1	0.2	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	43	43	100.0	6	14.0	1	2.3	8	18.6	0	0.0	43	100.0	34.9	65.1	0.0
	2011	40	40	100.0	0	0.0	0	0.0	12	30.0	0	0.0	39	97.5	55.0	45.0	0.0
	2012	41	41	100.0	2	4.9	0	0.0	4	9.8	0	0.0	41	100.0	43.9	56.1	0.0
KN	2010	74	66	89.2	8	10.8	6	8.1	17	23.0	0	0.0	32	43.2	58.1	41.9	1.4
	2011	82	76	92.7	5	6.1	12	14.6	21	25.6	0	0.0	25	30.5	46.3	53.7	6.1
	2012	64	56	87.5	2	3.1	7	10.9	4	6.3	0	0.0	37	57.8	54.7	45.3	0.0
1	2010	73	65	89.0	6	8.2	8	11.0	25	34.2	1	1.4	13	17.8	63.0	37.0	5.5
	2011	67	60	89.6	10	14.9	7	10.4	33	49.3	0	0.0	11	16.4	58.2	41.8	7.5
	2012	73	68	93.2	8	11.0	10	13.7	16	21.9	2	2.7	17	23.3	53.4	46.6	2.7
2	2010	75	66	88.0	9	12.0	2	2.7	44	58.7	0	0.0	13	17.3	54.7	45.3	5.3
	2011	76	72	94.7	4	5.3	5	6.6	47	61.8	1	1.3	9	11.8	55.3	44.7	3.9
	2012	61	58	95.1	3	4.9	8	13.1	27	44.3	3	4.9	13	21.3	52.5	47.5	4.9
3	2010	76	71	93.4	11	14.5	3	3.9	49	64.5	4	5.3	11	14.5	52.6	47.4	1.3
	2011	86	81	94.2	9	10.5	3	3.5	61	70.9	0	0.0	6	7.0	47.7	52.3	4.7
	2012	51	47	92.2	2	3.9	3	5.9	32	62.7	2	3.9	12	23.5	64.7	35.3	5.9
4	2010	66	60	90.9	8	12.1	3	4.5	22	33.3	4	6.1	5	7.6	47.0	53.0	0.0
	2011	77	73	94.8	9	11.7	4	5.2	23	29.9	3	3.9	13	16.9	51.9	48.1	5.2
	2012	67	64	95.5	2	3.0	3	4.5	35	52.2	3	4.5	16	23.9	50.7	49.3	0.0
5	2010	73	68	93.2	8	11.0	6	8.2	32	43.8	8	11.0	8	11.0	56.2	43.8	0.0
	2011	87	81	93.1	7	8.0	12	13.8	33	37.9	4	4.6	16	18.4	50.6	49.4	1.1
	2012	68	64	94.1	4	5.9	10	14.7	45	66.2	7	10.3	10	14.7	55.9	44.1	1.5
PK-5	2010	480	439	91.5	56	11.7	29	6.0	197	41.0	17	3.5	125	26.0	53.5	46.5	2.1
	2011	515	483	93.8	44	8.5	43	8.3	230	44.7	8	1.6	119	23.1	51.7	48.3	4.3
	2012	425	398	93.6	23	5.4	41	9.6	163	38.4	17	4.0	146	34.4	53.9	46.1	2.1

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	70	13,234	65	93.6	12,616	95.3	23	33.0	21.5	51	11,233	73.2	84.9
	2011	79	13,211	74	93.6	12,645	95.7	16	20.2	21.4	60	11,602	75.8	87.8
	2012	61	13,633	58	94.7	13,086	96.0	21	34.2	20.1	46	11,731	75.0	86.0
1	2010	69	13,848	65	95.1	13,286	95.9	23	33.5	20.0	51	11,978	74.2	86.5
	2011	66	13,458	63	95.9	12,967	96.4	12	18.3	19.0	60	12,047	91.3	89.5
	2012	70	14,026	66	95.1	13,533	96.5	18	25.8	18.6	56	12,292	80.2	87.6
2	2010	74	13,441	71	95.9	12,947	96.3	14	18.9	18.9	60	11,794	80.9	87.7
	2011	76	13,013	73	95.8	12,593	96.8	17	22.4	17.1	60	11,853	79.0	91.1
	2012	60	13,338	57	95.4	12,932	97.0	18	30.2	17.0	41	11,883	68.8	89.1
3	2010	74	13,291	72	96.8	12,854	96.7	18	24.3	17.6	64	11,815	86.3	88.9
	2011	84	12,619	81	95.9	12,254	97.1	22	26.0	16.6	68	11,604	80.5	92.0
	2012	50	12,874	48	96.4	12,508	97.2	12	24.0	15.6	40	11,592	80.0	90.0
4	2010	68	12,300	66	96.6	11,900	96.8	10	14.7	17.2	58	10,987	85.1	89.3
	2011	76	12,506	72	95.8	12,150	97.1	14	18.5	15.7	65	11,544	86.0	92.3
	2012	64	12,493	62	96.6	12,139	97.2	17	26.4	16.7	55	11,218	85.4	89.8
5	2010	70	11,688	68	97.0	11,310	96.8	20	28.4	17.0	58	10,453	82.3	89.4
	2011	82	11,742	80	96.8	11,419	97.2	5	6.1	8.2	69	10,892	83.8	92.8
	2012	67	12,562	65	96.3	12,220	97.3	1	1.5	5.4	58	11,364	86.1	90.5
KN-5	2010	425	77,802	408	95.8	74,914	96.3	108	25.4	18.8	342	68,260	80.4	87.7
	2011	463	76,549	443	95.6	74,028	96.7	86	18.6	16.5	382	69,542	82.5	90.8
	2012	372	78,926	357	95.7	76,419	96.8	87	23.4	15.7	296	70,080	79.5	88.8

Teachers: 30

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	24	80.0
Hispanic	1	3.3
White	4	13.3
Multiple	1	3.3
Other	0	0.0

Gender	Number	Percentage
Female	29	96.7
Male	1	3.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2009-10	7.0	—
2010-11	9.4	93.9
2011-12	8.2	81.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.3
1	0	0.0
2	0	0.0
3	1	3.3
4	4	13.3
5	2	6.7
1-3	1	3.3
More than 3	28	93.3
1 - 5	7	23.3
6 - 10	6	20.0
11 - 20	9	30.0
More than 20	7	23.3

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	*	82.9		*	71.4		79.3	88.9	83.0	84.0	47
4	2010													
	2011													
	2012		80.7	100.0	81.7	*	*	61.1		84.4	81.3	82.8	76.8	64
5	2010													
	2011													
	2012		73.7	100.0	78.9	50.0	*	57.1		69.7	83.3	76.2	80.3	63
3-5	2010													
	2011													
	2012	*	78.5	100.0	81.0	50.0	100.0	64.2		77.7	83.8	80.5	80.3	174

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	1	158	15	158	8	7	67	0	94	80	174	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	*	23		*	21		23	24	23	23	47
4	2010													
	2011													
	2012		27	33	27	*	*	22		30	26	28	26	64
5	2010													
	2011													
	2012		27	32	28	20	*	23		27	29	28	29	63
3-5	2010													
	2011													
	2012	*	26	31	26	19	30	22		26	27	26	26	174

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	1	158	15	158	8	7	67	0	94	80	174	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	63.8	53.2	60.2
4	2010			
	2011			
	2012	62.7	66.1	59.4
5	2010			
	2011			
	2012	61.0	57.8	63.1
3-5	2010			
	2011			
	2012	62.4	59.6	61.0

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		25	29	25		*	22		26	25	25	24	62

NUMBER TESTED IN GRADE 4														
2010														0
2011														0
2012	0	55	7	58	0	2	18	0	32	30	62		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	4.1	3.7	63.8	62.4

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	*	68.2	*	68.3		*	60.7		72.4	66.7	70.2	77.0	47
4	2010													
	2011													
	2012		89.3	100.0	89.8	*	*	66.7		87.5	93.5	90.5	79.5	63
5	2010													
	2011													
	2012		74.5	83.3	76.4	*	*	57.9		71.0	80.0	75.4	76.2	61
3-5	2010													
	2011													
	2012	*	78.1	93.3	79.4	*	100.0	61.5		77.2	82.3	79.5	77.6	171

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	1	155	15	155	5	7	65	0	92	79	171	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	*	25	*	25		*	22		25	27	26	27	47
4	2010													
	2011													
	2012		29	37	29	*	*	23		30	29	30	28	63
5	2010													
	2011													
	2012		28	34	29	*	*	24		27	30	28	30	61

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	54.9	52.7	69.7	53.7	45.0
4	2010					
	2011					
	2012	64.3	62.7	64.9	57.1	52.7
5	2010					
	2011					
	2012	56.7	56.0	56.9	49.8	62.6
3-5	2010					
	2011					
	2012	59.0	57.6	63.4	53.6	54.1

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		29	30	29	*	*	25		29	29	29	30	61

NUMBER TESTED IN GRADE 5														
2010														0
2011														0
2012	0	55	6	55	4	4	19	0	31	30	61	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	68.2	68.2	67.8	62.4

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	52.9	83.3	76.1	61.2	71
	2011	52.4	85.1	75.0	63.3	68
	2012	*	55.2	54.1	62.2	61
1	2010	18.5	80.9	58.1	55.2	74
	2011	45.2	84.4	65.1	58.1	63
	2012	36.4	57.7	54.0	55.4	63
2	2010	18.8	66.7	39.3	48.6	56
	2011	28.9	64.0	41.4	50.6	70
	2012	26.9	48.3	38.2	49.8	55
5	2010					0
	2011	22.6	44.4	35.5	36.2	76
	2012	37.5	61.9	44.9	37.2	69
1-5	2010	18.6	76.1	50.0	51.9	130
	2011	31.8	61.8	46.4	47.2	209
	2012	34.1	55.9	46.0	46.3	187

Number Tested	2010	76	125	201	20,252	
	2011	128	149	277	29,740	
	2012	88	160	248	30,807	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2010	52.9	70.4	66.2	51.2	71
	2011	47.6	61.7	57.4	56.8	68
	2012	*	59.6	60.0	55.1	60
1	2010	19.2	61.7	46.6	48.8	73
	2011	56.3	78.1	67.2	53.1	64
	2012	45.5	45.3	45.3	50.7	64
2	2010	25.0	53.3	36.5	54.6	74
	2011	29.8	74.1	45.9	56.8	74
	2012	38.5	51.7	45.5	57.9	55
5	2010					0
	2011	26.7	37.8	33.3	44.8	75
	2012	20.9	55.0	31.7	43.8	63
K-5	2010	28.7	63.4	49.5	51.5	218
	2011	38.5	60.3	50.2	53.3	281
	2012	31.3	52.8	45.5	52.2	242

Number Tested	2010	87	131	218	40,163	
	2011	130	151	281	51,019	
	2012	83	159	242	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		80.0	60.0	73.0	*	37.5	52.9		77.5	74.2	76.1	61.2	71
	2011		77.8	64.3	74.2	*	*	52.4		66.7	81.6	75.0	63.3	68
	2012		56.6	37.5	53.8	*	*	*		53.1	55.2	54.1	62.2	61
1	2010	*	61.3	45.5	54.4	33.3	16.7	18.5		57.8	58.6	58.1	55.2	74
	2011	*	65.2	60.0	60.7	*	44.4	45.2		55.6	77.8	65.1	58.1	63
	2012		53.6	57.1	52.5	*	*	36.4		37.5	71.0	54.0	55.4	63
2	2010		39.5	38.5	36.7	*	50.0	18.8		37.9	40.7	39.3	48.6	56
	2011		45.9	11.1	38.5	*	*	28.9		43.6	38.7	41.4	50.6	70
	2012		34.0	*	34.6	*	*	26.9		46.2	31.0	38.2	49.8	55
1-2	2010	*	52.4	41.7	47.0	28.6	35.7	18.6		50.0	50.0	50.0	51.9	130
	2011	*	54.2	41.7	48.8	42.9	30.8	35.5		49.3	56.9	52.6	54.4	133
	2012		44.3	66.7	44.1	*	*	29.7		41.4	51.7	46.6	52.7	118
5	2010													0
	2011		37.1	27.3	35.8	0.0	14.3	22.6		28.2	44.4	35.5	36.2	76
	2012		43.8	*	41.3	10.0	*	37.5		38.5	53.3	44.9	37.2	69
1-5	2010	*	52.4	41.7	47.0	28.6	35.7	18.6		50.0	50.0	50.0	51.9	130
	2011	*	47.9	37.1	44.1	20.0	25.0	31.8		42.1	52.1	46.4	47.2	209
	2012		44.1	64.7	43.1	15.4	77.8	34.1		40.2	52.2	46.0	46.3	187

Number Tested	2010	1	105	24	117	7	14	59	0	74	56	130	13,990
	2011	1	169	35	188	15	20	107	0	114	94	209	22,979
	2012	0	170	17	174	13	9	85	0	97	90	187	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		23	4	22	*	1	1		12	15	27	1,717	71
	2011		24	3	25	*	*	4		10	17	27	2,106	68
	2012		12	1	11	*	*	*		4	9	13	2,027	61
1	2010	*	22	2	19	0	0	2		15	9	24	1,729	74
	2011	*	14	3	14	*	2	4		8	10	18	1,963	63
	2012		15	3	17	*	*	2		5	13	18	1,963	63
2	2010		4	1	4	*	0	0		3	2	5	954	56
	2011		6	1	4	*	*	0		2	5	7	1,018	70
	2012		2	*	1	*	*	0		1	1	2	1,017	55
1-2	2010	*	26	3	23	0	0	2		18	11	29	2,683	130
	2011	*	20	4	18	1	2	4		10	15	25	2,981	133
	2012		17	3	18	*	*	2		6	14	20	2,981	118
5	2010													0
	2011		3	0	3	0	0	0		3	1	4	701	76
	2012		4	*	4	0	*	0		2	2	4	822	69
1-5	2010	*	26	3	23	0	0	2		18	11	29	2,683	130
	2011	*	23	4	21	1	2	4		13	16	29	3,692	209
	2012		21	3	22	0	1	2		8	16	24	3,803	187

Number Tested	2010	1	105	24	117	7	14	59	0	74	56	130	13,990
	2011	1	169	35	188	15	20	107	0	114	94	209	22,979
	2012	0	170	17	174	13	9	85	0	97	90	187	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		67.3	60.0	61.9	*	50.0	52.9		65.0	67.7	66.2	51.2	71
	2011		59.3	50.0	59.7	*	*	47.6		53.3	60.5	57.4	56.8	68
	2012		61.5	50.0	56.9	*	*	*		65.6	53.6	60.0	55.1	60
1	2010	*	45.9	54.5	44.8	0.0	16.7	19.2		46.7	46.4	46.6	48.8	73
	2011	*	76.1	50.0	64.9	*	30.0	56.3		67.6	66.7	67.2	53.1	64
	2012		42.1	71.4	45.8	*	*	45.5		33.3	58.1	45.3	50.7	64
2	2010		33.9	46.7	36.9	*	55.6	25.0		41.0	31.4	36.5	54.6	74
	2011		41.5	77.8	44.9	*	*	29.8		50.0	41.2	45.9	56.8	74
	2012		44.0	*	46.2	*	*	38.5		57.7	34.5	45.5	57.9	55
K-2	2010	*	48.6	53.7	47.7	12.5	43.5	28.7		50.8	47.9	49.5	51.5	218
	2011	*	57.0	56.4	55.9	40.0	42.1	42.0		57.0	55.6	56.3	55.6	206
	2012		49.1	60.0	49.4	57.1	66.7	42.5		51.6	48.9	50.3	54.5	179
5	2010													0
	2011		32.8	36.4	34.8	12.5	28.6	26.7		28.9	38.9	33.3	44.8	75
	2012		27.1	*	31.6	0.0	*	20.9		22.2	44.4	31.7	43.8	63
K-5	2010	*	48.6	53.7	47.7	12.5	43.5	28.7		50.8	47.9	49.5	51.5	218
	2011	*	50.4	52.0	50.4	27.8	38.5	38.5		49.7	51.1	50.2	53.3	281
	2012		43.1	66.7	44.7	28.6	80.0	31.3		43.3	47.8	45.5	52.2	242

Number Tested	2010	1	175	41	195	8	23	87	0	124	94	218	40,163
	2011	1	226	50	254	18	26	130	0	145	135	281	51,019
	2012	0	218	24	219	14	10	83	0	127	115	242	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		14	6	18	*	2	3		12	8	20	2,358	71
	2011		13	0	12	*	*	2		6	7	13	2,815	68
	2012		6	1	6	*	*	*		4	3	7	2,472	60
1	2010	*	16	1	15	0	0	1		12	5	17	2,266	73
	2011	*	13	5	16	*	1	7		11	7	18	2,716	64
	2012		7	1	8	*	*	1		2	6	8	2,473	64
2	2010		4	3	6	*	2	2		4	3	7	2,484	74
	2011		10	1	9	*	*	2		5	6	11	2,746	74
	2012		1	*	2	*	*	1		2	0	2	2,843	55
K-2	2010	*	34	10	39	0	4	6		28	16	44	7,108	218
	2011	*	36	6	37	0	1	11		22	20	42	8,277	206
	2012		14	3	16	0	2	2		8	9	17	7,788	179
5	2010													0
	2011		2	2	4	0	2	2		1	3	4	1,395	75
	2012		5	*	5	0	*	2		3	3	6	1,426	63
K-5	2010	*	34	10	39	0	4	6		28	16	44	7,108	218
	2011	*	38	8	41	0	3	13		23	23	46	9,696	281
	2012		19	4	21	0	3	4		11	12	23	9,214	242

Number Tested	2010	1	175	41	195	8	23	87	0	124	94	218	40,163
	2011	1	226	50	254	18	26	130	0	145	135	281	51,019
	2012	0	218	24	219	14	10	83	0	127	115	242	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	*	62.3	72.7	62.7	33.3	66.7	38.5		75.6	42.9	63.0	63.5	73
	2011	*	76.1	60.0	67.9	*	44.4	67.7		75.0	66.7	71.4	66.7	63
	2012		57.9	71.4	56.7	*	*	45.5		53.1	65.6	59.4	62.5	64
2	2010		35.6	46.7	38.5	*	44.4	29.5		41.0	34.3	37.8	61.4	74
	2011		36.9	55.6	37.7	*	*	23.4		40.0	38.2	39.2	62.0	74
	2012		50.0	*	48.1	*	*	42.3		53.8	44.8	49.1	63.6	55
1-2	2010	*	49.2	57.7	50.8	28.6	53.3	32.9		59.5	38.1	50.3	62.5	147
	2011	*	53.2	58.3	51.2	42.9	46.2	41.0		56.6	50.8	54.0	64.4	137
	2012		54.2	58.3	52.7	*	*	43.2		53.4	55.7	54.6	63.0	119
5	2010													0
	2011		25.8	45.5	31.3	12.5	42.9	25.8		25.6	33.3	28.9	48.6	76
	2012		27.9	*	30.5	0.0	*	22.7		16.7	48.3	30.8	45.9	65
1-5	2010	*	49.2	57.7	50.8	28.6	53.3	32.9		59.5	38.1	50.3	62.5	147
	2011	*	43.4	54.3	44.3	26.7	45.0	36.7		46.1	44.3	45.1	59.7	213
	2012		44.6	62.5	45.0	20.0	66.7	32.1		39.4	53.3	46.2	57.8	184

Number Tested	2010	1	120	26	132	7	15	70	0	84	63	147	26,937
	2011	1	173	35	192	15	20	109	0	115	97	213	38,176
	2012	0	168	16	171	10	9	81	0	94	90	184	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	*	17	4	19	0	1	3		14	7	21	4,129	73
	2011	*	19	6	24	*	2	11		15	10	25	4,427	63
	2012		17	3	20	*	*	3		7	13	20	4,060	64
2	2010		8	2	8	*	1	3		8	2	10	3,776	74
	2011		5	1	5	*	*	2		3	3	6	3,810	74
	2012		5	*	4	*	*	2		3	2	5	3,820	55
1-2	2010	*	25	6	27	0	2	6		22	9	31	7,905	147
	2011	*	24	7	29	1	3	13		18	13	31	8,237	137
	2012		22	3	24	*	*	5		10	15	25	7,880	119
5	2010													0
	2011		2	0	2	0	0	0		0	2	2	1,416	76
	2012		3	*	5	0	*	3		2	3	5	1,169	65
1-5	2010	*	25	6	27	0	2	6		22	9	31	7,905	147
	2011	*	26	7	31	1	3	13		18	15	33	9,660	213
	2012		25	5	29	0	3	8		12	18	30	9,049	184


Number Tested	2010	1	120	26	132	7	15	70	0	84	63	147	26,937
	2011	1	173	35	192	15	20	109	0	115	97	213	38,176
	2012	0	168	16	171	10	9	81	0	94	90	184	38,650

PERFORMANCE IN 2012

Grade (2010-11)	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
(N Rated)	2012 Level										
ALL (14)	Beginning	3	21.4	3	21.4	4	28.6	2	15.4	2	15.4
	Intermediate	1	7.1	3	21.4	3	21.4	0	0.0	1	7.7
	Advanced	5	35.7	3	21.4	6	42.9	4	30.8	3	23.1
	Advanced High	5	35.7	5	35.7	1	7.1	7	53.8	7	53.8

**PROGRESSION FROM
2011 TO 2012**

Number Rated Both Years	2012 Level	2011 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
10 8 (80.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	1	0	1	
	Advanced High	0	0	7	

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