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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 212

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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	44
KN	43
1	48
2	42
3	48
4	47
5	48
6	48
ALL	368

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	173	47.0	7	28.0
American Indian/Alaska Native	3	0.8	*	*
Asian/Hawaiian/Pacific Islander	1	0.3	*	*
Hispanic	147	39.9	0	0.0
White	39	10.6	15	60.0
Multiple	5	1.4	2	8.0
Other* (teachers only)	—	—	1	4.0
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	97	26.4
Economically disadvantaged	187	50.8
Limited English proficient (LEP)	41	11.1
Special education	4	1.1
Talented and Gifted (TAG)	106	28.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2010	44	23	52.3	0	0.0	0	0.0	14	31.8	7	15.9	—	—
	2011	42	24	57.1	2	4.8	1	2.4	13	31.0	2	4.8	0	0.0
	2012	44	18	40.9	0	0.0	0	0.0	19	43.2	7	15.9	0	0.0
KN	2010	44	24	54.5	0	0.0	1	2.3	11	25.0	8	18.2	—	—
	2011	46	23	50.0	1	2.2	0	0.0	16	34.8	6	13.0	0	0.0
	2012	43	23	53.5	2	4.7	1	2.3	15	34.9	2	4.7	0	0.0
1	2010	52	28	53.8	0	0.0	0	0.0	22	42.3	2	3.8	—	—
	2011	45	25	55.6	0	0.0	0	0.0	12	26.7	7	15.6	1	2.2
	2012	48	23	47.9	1	2.1	0	0.0	18	37.5	6	12.5	0	0.0
2	2010	48	28	58.3	0	0.0	0	0.0	11	22.9	9	18.8	—	—
	2011	51	24	47.1	1	2.0	0	0.0	23	45.1	3	5.9	0	0.0
	2012	42	21	50.0	0	0.0	0	0.0	13	31.0	7	16.7	1	2.4
3	2010	52	23	44.2	1	1.9	0	0.0	20	38.5	8	15.4	—	—
	2011	46	25	54.3	0	0.0	0	0.0	13	28.3	6	13.0	2	4.3
	2012	48	24	50.0	0	0.0	0	0.0	21	43.8	3	6.3	0	0.0
4	2010	48	19	39.6	1	2.1	0	0.0	25	52.1	3	6.3	—	—
	2011	47	21	44.7	0	0.0	0	0.0	20	42.6	4	8.5	2	4.3
	2012	47	23	48.9	0	0.0	0	0.0	16	34.0	6	12.8	2	4.3
5	2010	49	17	34.7	1	2.0	0	0.0	25	51.0	6	12.2	—	—
	2011	46	19	41.3	0	0.0	0	0.0	24	52.2	3	6.5	0	0.0
	2012	48	21	43.8	0	0.0	0	0.0	20	41.7	5	10.4	2	4.2
6	2010	46	18	39.1	0	0.0	0	0.0	23	50.0	5	10.9	—	—
	2011	45	17	37.8	0	0.0	0	0.0	25	55.6	2	4.4	1	2.2
	2012	48	20	41.7	0	0.0	0	0.0	25	52.1	3	6.3	0	0.0
PK-6	2010	383	180	47.0	3	0.8	1	0.3	151	39.4	48	12.5	—	—
	2011	368	178	48.4	4	1.1	1	0.3	146	39.7	33	9.0	6	1.6
	2012	368	173	47.0	3	0.8	1	0.3	147	39.9	39	10.6	5	1.4

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	44	18	40.9	2	4.5	0	0.0	1	2.3	0	0.0	43	97.7	50.0	50.0	2.3
	2011	42	18	42.9	2	4.8	0	0.0	2	4.8	0	0.0	40	95.2	45.2	54.8	4.8
	2012	44	21	47.7	6	13.6	0	0.0	6	13.6	0	0.0	43	97.7	25.0	75.0	2.3
KN	2010	44	14	31.8	2	4.5	0	0.0	2	4.5	2	4.5	4	9.1	45.5	54.5	0.0
	2011	46	18	39.1	3	6.5	0	0.0	4	8.7	0	0.0	2	4.3	45.7	54.3	0.0
	2012	43	23	53.5	3	7.0	0	0.0	3	7.0	3	7.0	3	7.0	39.5	60.5	0.0
1	2010	52	26	50.0	7	13.5	0	0.0	19	36.5	8	15.4	5	9.6	51.9	48.1	0.0
	2011	45	15	33.3	3	6.7	1	2.2	13	28.9	5	11.1	1	2.2	46.7	53.3	0.0
	2012	48	18	37.5	3	6.3	0	0.0	3	6.3	9	18.8	3	6.3	47.9	52.1	0.0
2	2010	48	23	47.9	3	6.3	1	2.1	12	25.0	11	22.9	5	10.4	50.0	50.0	0.0
	2011	51	28	54.9	6	11.8	1	2.0	28	54.9	11	21.6	0	0.0	51.0	49.0	0.0
	2012	42	17	40.5	4	9.5	1	2.4	16	38.1	7	16.7	0	0.0	47.6	52.4	0.0
3	2010	52	22	42.3	8	15.4	0	0.0	16	30.8	13	25.0	2	3.8	36.5	63.5	0.0
	2011	46	19	41.3	3	6.5	0	0.0	12	26.1	11	23.9	0	0.0	47.8	52.2	0.0
	2012	48	33	68.8	6	12.5	2	4.2	26	54.2	17	35.4	2	4.2	52.1	47.9	0.0
4	2010	48	30	62.5	10	20.8	0	0.0	15	31.3	17	35.4	1	2.1	37.5	62.5	0.0
	2011	47	25	53.2	7	14.9	0	0.0	13	27.7	13	27.7	1	2.1	42.6	57.4	0.0
	2012	47	21	44.7	4	8.5	0	0.0	16	34.0	16	34.0	1	2.1	48.9	51.1	0.0
5	2010	49	28	57.1	5	10.2	1	2.0	12	24.5	22	44.9	0	0.0	32.7	67.3	0.0
	2011	46	29	63.0	9	19.6	0	0.0	13	28.3	22	47.8	0	0.0	34.8	65.2	0.0
	2012	48	24	50.0	7	14.6	1	2.1	14	29.2	23	47.9	2	4.2	43.8	56.3	0.0
6	2010	46	26	56.5	0	0.0	1	2.2	6	13.0	22	47.8	1	2.2	43.5	56.5	0.0
	2011	45	27	60.0	2	4.4	0	0.0	10	22.2	23	51.1	0	0.0	31.1	68.9	0.0
	2012	48	30	62.5	8	16.7	0	0.0	13	27.1	31	64.6	1	2.1	33.3	66.7	0.0
PK-6	2010	383	187	48.8	37	9.7	3	0.8	83	21.7	95	24.8	61	15.9	43.3	56.7	0.3
	2011	368	179	48.6	35	9.5	2	0.5	95	25.8	85	23.1	44	12.0	43.2	56.8	0.5
	2012	368	187	50.8	41	11.1	4	1.1	97	26.4	106	28.8	55	14.9	42.4	57.6	0.3

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	44	13,234	42	96.3	12,616	95.3	1	2.3	21.5	43	11,233	98.6	84.9
	2011	45	13,211	44	98.7	12,645	95.7	2	4.5	21.4	46	11,602	100.0	87.8
	2012	43	13,633	42	98.8	13,086	96.0	1	2.3	20.1	43	11,731	100.0	86.0
1	2010	51	13,848	50	96.7	13,286	95.9	0	0.0	20.0	52	11,978	100.0	86.5
	2011	44	13,458	43	98.9	12,967	96.4	0	0.0	19.0	45	12,047	100.0	89.5
	2012	49	14,026	48	98.3	13,533	96.5	1	2.0	18.6	49	12,292	100.0	87.6
2	2010	48	13,441	47	97.1	12,947	96.3	0	0.0	18.9	47	11,794	98.1	87.7
	2011	50	13,013	50	98.6	12,593	96.8	2	4.0	17.1	51	11,853	100.0	91.1
	2012	42	13,338	41	98.0	12,932	97.0	0	0.0	17.0	42	11,883	100.0	89.1
3	2010	51	13,291	50	97.6	12,854	96.7	0	0.0	17.6	52	11,815	100.0	88.9
	2011	45	12,619	45	98.9	12,254	97.1	1	2.2	16.6	46	11,604	100.0	92.0
	2012	48	12,874	47	97.9	12,508	97.2	1	2.1	15.6	48	11,592	99.7	90.0
4	2010	48	12,300	47	97.6	11,900	96.8	1	2.1	17.2	48	10,987	100.0	89.3
	2011	46	12,506	46	99.1	12,150	97.1	0	0.0	15.7	47	11,544	100.0	92.3
	2012	47	12,493	47	98.6	12,139	97.2	1	2.1	16.7	47	11,218	99.6	89.8
5	2010	48	11,688	47	97.0	11,310	96.8	0	0.0	17.0	48	10,453	99.1	89.4
	2011	46	11,742	45	99.1	11,419	97.2	3	6.6	8.2	46	10,892	100.0	92.8
	2012	48	12,562	47	98.9	12,220	97.3	0	0.0	5.4	48	11,364	100.0	90.5
6	2010	46	10,602	45	96.8	10,111	95.4	5	10.8	18.3	47	9,083	100.0	85.7
	2011	45	10,126	44	99.0	9,742	96.2	0	0.0	17.1	45	9,074	100.0	89.6
	2012	48	10,683	47	99.1	10,315	96.6	0	0.0	17.9	48	9,420	100.0	88.2
KN-6	2010	337	88,404	327	97.0	85,025	96.2	7	2.1	18.7	337	77,343	100.0	87.5
	2011	321	86,676	317	98.9	83,770	96.6	8	2.5	16.6	326	78,616	100.0	90.7
	2012	324	89,609	319	98.5	86,734	96.8	4	1.2	16.0	325	79,500	100.0	88.7

Teachers: 25

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	7	28.0
Hispanic	0	0.0
White	15	60.0
Multiple	2	8.0
Other	1	4.0

Gender	Number	Percentage
Female	22	88.0
Male	3	12.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2009-10	5.5	—
2010-11	7.7	96.0
2011-12	6.4	92.3

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	0	0.0
2	0	0.0
3	2	8.0
4	0	0.0
5	0	0.0
1-3	2	8.0
More than 3	23	92.0
1 - 5	2	8.0
6 - 10	7	28.0
11 - 20	8	32.0
More than 20	8	32.0

NOTE: Absence statistics for 2008-09 and 2009-10 include all teachers at both middle and elementary schools.

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		100.0	100.0	100.0	84.0	48
4	2010													
	2011													
	2012	100.0	100.0	94.1	94.7		*	83.3		100.0	95.8	97.9	76.8	47
5	2010													
	2011													
	2012	*	100.0	75.0	84.0		71.4	63.6		85.7	92.6	89.6	80.3	48
6	2010													
	2011													
	2012	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	77.6	48
3-6	2010													
	2011													
	2012	100.0	100.0	92.8	95.1	*	88.0	89.1		96.5	97.2	96.9	79.5	191

NUMBER TESTED IN GRADES 3-6														
2010														0
2011														0
2012	17	86	83	103	2	25	46	0	85	106	191	32,228		

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	*	29	26	26	*	23	24		29	27	28	23	48
4	2010													
	2011													
	2012	35	31	31	30		*	28		32	31	31	26	47
5	2010													
	2011													
	2012	*	33	30	32		28	24		30	33	32	29	48
6	2010													
	2011													
	2012	*	37	36	36		36	34		37	37	37	30	48
3-6	2010													
	2011													
	2012	35	32	31	31	*	29	27		32	32	32	27	191

NUMBER TESTED IN GRADES 3-6														
2010														0
2011														0
2012	17	86	83	103	2	25	46	0	85	106	191	32,228		

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	78.5	65.3	74.0
4	2010			
	2011			
	2012	73.0	72.8	68.8
5	2010			
	2011			
	2012	73.1	65.7	70.0
6	2010			
	2011			
	2012	84.8	74.3	75.3
3-6	2010			
	2011			
	2012	77.4	69.5	72.0

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	34	28	25	27		*	23		29	27	28	24	47

NUMBER TESTED IN GRADE 4														
2010														0
2011														0
2012	6	22	17	19	0	4	6	0	23	24	47	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	4.7	4.1	74.7	65.3

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	*	91.3	90.5	89.7	*	100.0	88.9		92.0	91.3	91.7	77.0	48
4	2010													
	2011													
	2012	100.0	72.7	88.2	78.9		*	83.3		95.7	70.8	83.0	79.5	47
5	2010													
	2011													
	2012	*	85.7	80.0	84.0		71.4	54.5		81.0	88.9	85.4	76.2	48
6	2010													
	2011													
	2012	*	95.0	96.0	96.7		87.5	81.8		100.0	93.8	95.8	73.3	48
3-6	2010													
	2011													
	2012	100.0	86.0	89.2	88.3	*	84.0	78.3		91.8	86.8	89.0	76.6	191

NUMBER TESTED IN GRADES 3-6														
2010														0
2011														0
2012	17	86	83	103	2	25	46	0	85	106	191	45,260		

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	*	28	28	27	*	28	24		29	28	29	27	48
4	2010													
	2011													
	2012	35	28	29	29		*	25		32	27	29	28	47
5	2010													
	2011													
	2012	*	32	32	31		28	25		32	32	32	30	48
6	2010													
	2011													
	2012	*	34	37	35		39	34		37	35	36	27	48

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	65.1	66.1	63.9	61.2	49.7
4	2010					
	2011					
	2012	62.8	65.6	61.2	55.1	60.0
5	2010					
	2011					
	2012	64.5	63.2	66.1	61.5	64.6
6	2010					
	2011					
	2012	64.2	76.7	67.2	61.5	72.9
3-6	2010					
	2011					
	2012	64.2	67.9	64.6	59.8	61.8

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)
5	2010													
	2011													
	2012	*	34	35	34		31	29		36	34	35	30	48

NUMBER TESTED IN GRADE 5														
2010														0
2011														0
2012	5	21	20	25	0	7	11	0	21	27	48		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	84.6	80.6	80.4	75.1

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	*	90.5	88.6	61.2	44
	2011	*	95.2	95.7	63.3	46
	2012	*	85.0	83.7	62.2	43
1	2010	52.6	84.8	73.1	55.2	52
	2011	46.2	90.6	77.8	58.1	45
	2012	*	88.9	87.5	55.4	48
2	2010	66.7	91.7	85.4	48.6	48
	2011	50.0	95.7	70.6	50.6	51
	2012	62.5	100.0	85.7	49.8	42
5	2010					0
	2011	76.9	82.4	80.9	36.2	47
	2012	50.0	100.0	85.4	37.2	48
1-5	2010	58.1	88.4	79.0	51.9	100
	2011	55.6	88.8	76.2	47.2	143
	2012	57.6	95.2	86.2	46.3	138

Number Tested	2010	33	111	144	20,252	
	2011	58	131	189	29,740	
	2012	36	145	181	30,807	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2010	*	85.7	86.4	51.2	44
	2011	*	90.5	87.0	56.8	46
	2012	*	87.5	88.4	55.1	43
1	2010	26.3	81.8	61.5	48.8	52
	2011	61.5	78.1	73.3	53.1	45
	2012	*	84.4	83.3	50.7	48
2	2010	75.0	94.4	89.6	54.6	48
	2011	67.9	100.0	82.4	56.8	51
	2012	56.3	92.3	78.6	57.9	42
5	2010					0
	2011	69.2	79.4	76.6	44.8	47
	2012	42.9	94.1	79.2	43.8	48
K-5	2010	48.5	87.4	78.5	51.5	144
	2011	65.5	86.3	79.9	53.3	189
	2012	55.6	89.0	82.3	52.2	181

Number Tested	2010	33	111	144	40,163	
	2011	58	131	189	51,019	
	2012	36	145	181	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	100.0	87.5	81.8	71.4		*	*		90.0	87.5	88.6	61.2	44
	2011	100.0	91.3	100.0	100.0		*	*		95.2	96.0	95.7	63.3	46
	2012	*	82.6	86.7	94.7		*	*		76.5	88.5	83.7	62.2	43
1	2010	*	75.0	68.2	65.4		57.1	52.6		74.1	72.0	73.1	55.2	52
	2011	71.4	80.0	75.0	53.3	*	*	46.2		71.4	83.3	77.8	58.1	45
	2012	100.0	82.6	88.9	94.1		*	*		87.0	88.0	87.5	55.4	48
2	2010	100.0	85.7	72.7	82.6	*	*	66.7		87.5	83.3	85.4	48.6	48
	2011	*	75.0	60.9	64.3	*	83.3	50.0		73.1	68.0	70.6	50.6	51
	2012	100.0	85.7	76.9	73.3	*	*	62.5		80.0	90.9	85.7	49.8	42
1-2	2010	100.0	80.4	69.7	73.5	*	50.0	58.1		80.4	77.6	79.0	51.9	100
	2011	80.0	77.6	65.7	60.5	*	77.8	48.8		72.3	75.5	74.0	54.4	96
	2012	100.0	84.1	83.9	84.4	*	71.4	63.2		83.7	89.4	86.7	52.7	90
5	2010													0
	2011	*	94.7	70.8	75.9		62.5	76.9		94.1	73.3	80.9	36.2	47
	2012	*	90.5	75.0	79.2		57.1	50.0		85.7	85.2	85.4	37.2	48
1-5	2010	100.0	80.4	69.7	73.5	*	50.0	58.1		80.4	77.6	79.0	51.9	100
	2011	76.9	82.4	67.8	66.7	*	70.6	55.6		78.1	74.7	76.2	47.2	143
	2012	100.0	86.2	80.4	82.1	*	64.3	57.6		84.4	87.8	86.2	46.3	138

Number Tested	2010	11	56	33	49	1	10	31	0	51	49	100	13,990
	2011	13	68	59	72	2	17	54	0	64	79	143	22,979
	2012	18	65	51	56	1	14	33	0	64	74	138	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	7	14	7	4		*	*		12	17	29	1,717	44
	2011	6	15	10	14		*	*		14	18	32	2,106	46
	2012	*	15	8	13		*	*		9	17	26	2,027	43
1	2010	*	16	8	12		2	6		13	13	26	1,729	52
	2011	1	13	6	4	*	*	3		9	12	21	1,963	45
	2012	6	14	9	10		*	*		15	15	30	1,963	48
2	2010	6	5	5	5	*	*	1		9	7	16	954	48
	2011	*	9	2	5	*	0	1		6	7	13	1,018	51
	2012	4	5	6	4	*	*	4		6	10	16	1,017	42
1-2	2010	8	21	13	17	*	3	7		22	20	42	2,683	100
	2011	3	22	8	9	*	1	4		15	19	34	2,981	96
	2012	10	19	15	14	*	1	4		21	25	46	2,981	90
5	2010													0
	2011	*	9	8	9		1	2		6	12	18	701	47
	2012	*	8	8	9		1	1		11	8	19	822	48
1-5	2010	8	21	13	17	*	3	7		22	20	42	2,683	100
	2011	4	31	16	18	*	2	6		21	31	52	3,692	143
	2012	12	27	23	23	*	2	5		32	33	65	3,803	138

Number Tested	2010	11	56	33	49	1	10	31	0	51	49	100	13,990
	2011	13	68	59	72	2	17	54	0	64	79	143	22,979
	2012	18	65	51	56	1	14	33	0	64	74	138	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	87.5	83.3	90.9	64.3		*	*		90.0	83.3	86.4	51.2	44
	2011	100.0	87.0	81.3	88.9		*	*		95.2	80.0	87.0	56.8	46
	2012	*	87.0	86.7	94.7		*	*		88.2	88.5	88.4	55.1	43
1	2010	*	60.7	59.1	53.8		28.6	26.3		59.3	64.0	61.5	48.8	52
	2011	100.0	68.0	66.7	60.0	*	*	61.5		81.0	66.7	73.3	53.1	45
	2012	100.0	73.9	88.9	88.2		*	*		87.0	80.0	83.3	50.7	48
2	2010	100.0	85.7	90.9	95.7	*	*	75.0		95.8	83.3	89.6	54.6	48
	2011	*	79.2	82.6	75.0	*	83.3	67.9		80.8	84.0	82.4	56.8	51
	2012	100.0	61.9	92.3	80.0	*	*	56.3		85.0	72.7	78.6	57.9	42
K-2	2010	94.7	76.3	75.0	71.4	*	58.3	48.5		80.3	76.7	78.5	51.5	144
	2011	100.0	77.8	78.4	75.4	*	66.7	64.4		85.3	77.0	81.0	55.6	142
	2012	100.0	74.6	89.1	88.2	*	90.0	63.6		86.7	80.8	83.5	54.5	133
5	2010													0
	2011	*	78.9	75.0	79.3		87.5	69.2		88.2	70.0	76.6	44.8	47
	2012	*	85.7	70.0	66.7		57.1	42.9		71.4	85.2	79.2	43.8	48
K-5	2010	94.7	76.3	75.0	71.4	*	58.3	48.5		80.3	76.7	78.5	51.5	144
	2011	94.7	78.0	77.3	76.7	*	75.0	65.5		85.9	75.0	79.9	53.3	189
	2012	95.0	77.3	83.3	81.3	*	76.5	55.6		82.7	82.0	82.3	52.2	181

Number Tested	2010	19	80	44	63	1	12	33	0	71	73	144	40,163
	2011	19	91	75	90	2	20	58	0	85	104	189	51,019
	2012	20	88	66	75	1	17	36	0	81	100	181	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	4	13	5	3		*	*		12	10	22	2,358	44
	2011	5	14	7	10		*	*		11	16	27	2,815	46
	2012	*	12	5	11		*	*		8	13	21	2,472	43
1	2010	*	8	6	7		0	1		9	7	16	2,266	52
	2011	0	8	5	4	*	*	3		10	3	13	2,716	45
	2012	5	9	4	4		*	*		11	8	19	2,473	48
2	2010	5	4	4	4	*	*	2		10	3	13	2,484	48
	2011	*	10	5	8	*	0	4		10	8	18	2,746	51
	2012	3	9	5	7	*	*	2		9	8	17	2,843	42
K-2	2010	11	25	15	14	*	2	3		31	20	51	7,108	144
	2011	8	32	17	22	*	1	8		31	27	58	8,277	142
	2012	10	30	14	22	*	2	3		28	29	57	7,788	133
5	2010													0
	2011	*	4	9	7		4	5		6	9	15	1,395	47
	2012	*	9	8	9		2	2		11	11	22	1,426	48
K-5	2010	11	25	15	14	*	2	3		31	20	51	7,108	144
	2011	10	36	26	29	*	5	13		37	36	73	9,696	189
	2012	13	39	22	31	*	4	5		39	40	79	9,214	181

Number Tested	2010	19	80	44	63	1	12	33	0	71	73	144	40,163
	2011	19	91	75	90	2	20	58	0	85	104	189	51,019
	2012	20	88	66	75	1	17	36	0	81	100	181	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	*	60.7	59.1	57.7		14.3	26.3		55.6	68.0	61.5	63.5	52
	2011	85.7	64.0	66.7	60.0	*	*	61.5		81.0	58.3	68.9	66.7	45
	2012	100.0	78.3	83.3	76.5		*	*		87.0	80.0	83.3	62.5	48
2	2010	66.7	57.1	90.9	69.6	*	*	50.0		70.8	62.5	66.7	61.4	48
	2011	*	83.3	78.3	75.0	*	83.3	71.4		76.9	84.0	80.4	62.0	51
	2012	57.1	61.9	92.3	80.0	*	*	50.0		75.0	68.2	71.4	63.6	42
1-2	2010	72.7	58.9	69.7	63.3	*	30.0	35.5		62.7	65.3	64.0	62.5	100
	2011	90.0	73.5	74.3	69.8	*	77.8	68.3		78.7	71.4	75.0	64.4	96
	2012	76.9	70.5	87.1	78.1	*	85.7	52.6		81.4	74.5	77.8	63.0	90
5	2010													0
	2011	*	68.4	75.0	72.4		75.0	61.5		64.7	76.7	72.3	48.6	47
	2012	*	81.0	65.0	62.5		57.1	50.0		66.7	77.8	72.9	45.9	48
1-5	2010	72.7	58.9	69.7	63.3	*	30.0	35.5		62.7	65.3	64.0	62.5	100
	2011	84.6	72.1	74.6	70.8	*	76.5	66.7		75.0	73.4	74.1	59.7	143
	2012	72.2	73.8	78.4	71.4	*	71.4	51.5		76.6	75.7	76.1	57.8	138

Number Tested	2010	11	56	33	49	1	10	31	0	51	49	100	26,937
	2011	13	68	59	72	2	17	54	0	64	79	143	38,176
	2012	18	65	51	56	1	14	33	0	64	74	138	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	*	9	7	7		0	2		11	7	18	4,129	52
	2011	1	10	4	5	*	*	4		10	5	15	4,427	45
	2012	6	13	8	7		*	*		16	11	27	4,060	48
2	2010	3	6	4	5	*	*	2		8	5	13	3,776	48
	2011	*	9	7	10	*	2	6		10	9	19	3,810	51
	2012	1	6	5	5	*	*	2		6	6	12	3,820	42
1-2	2010	5	15	11	12	*	2	4		19	12	31	7,905	100
	2011	4	19	11	15	*	3	10		20	14	34	8,237	96
	2012	7	19	13	12	*	3	4		22	17	39	7,880	90
5	2010													0
	2011	*	4	5	6		2	2		3	7	10	1,416	47
	2012	*	5	5	4		0	0		7	5	12	1,169	48
1-5	2010	5	15	11	12	*	2	4		19	12	31	7,905	100
	2011	5	23	16	21	*	5	12		23	21	44	9,660	143
	2012	9	24	18	16	*	3	4		29	22	51	9,049	138


Number Tested	2010	11	56	33	49	1	10	31	0	51	49	100	26,937
	2011	13	68	59	72	2	17	54	0	64	79	143	38,176
	2012	18	65	51	56	1	14	33	0	64	74	138	38,650

PERFORMANCE IN 2012

Grade (2010-11)	Domain:	Listening		Speaking		Writing		Reading		Composite	
		2012 Level	N	%	N	%	N	%	N	%	N
3 (6)	Beginning	0	0.0	1	16.7	1	16.7	1	16.7	1	16.7
	Intermediate	1	16.7	1	16.7	0	0.0	0	0.0	0	0.0
	Advanced	2	33.3	1	16.7	4	66.7	1	16.7	1	16.7
	Advanced High	3	50.0	3	50.0	1	16.7	4	66.7	4	66.7
5 (7)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	2	28.6	0	0.0	0	0.0
	Advanced	2	28.6	2	28.6	1	14.3	2	28.6	2	28.6
	Advanced High	5	71.4	5	71.4	4	57.1	5	71.4	5	71.4
6 (8)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	3	37.5	3	37.5	3	37.5	0	0.0	0	0.0
	Advanced High	5	62.5	5	62.5	5	62.5	8	100.0	8	100.0
ALL (35)	Beginning	0	0.0	1	2.9	1	2.9	1	2.9	1	2.9
	Intermediate	5	14.3	5	14.3	10	28.6	4	11.4	4	11.4
	Advanced	14	40.0	14	40.0	12	34.3	6	17.1	7	20.0
	Advanced High	16	45.7	15	42.9	12	34.3	24	68.6	23	65.7

**PROGRESSION FROM
2011 TO 2012**

Number Rated Both Years	2012 Level	2011 Level			
		Beg	Int	Adv	Adv High
6 4 (66.7%)	Beginning	1			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	0	0	4	
7 5 (71.4%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	2	
	Advanced High	0	0	5	
7 7 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	7	
31 23 (74.2%)	Beginning	1			
	Intermediate	0	2		
	Advanced	0	1	5	
	Advanced High	1	1	20	

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