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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 270

EDUARDO MATA

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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.
- 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
4	135
5	154
ALL	289

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	11	3.8	6	30.0
American Indian/Alaska Native	4	1.4	*	*
Asian/Hawaiian/Pacific Islander	1	0.3	*	*
Hispanic	267	92.4	7	35.0
White	5	1.7	6	30.0
Multiple	1	0.3	0	0.0
Other* (teachers only)	—	—	1	5.0
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	261	90.3
Economically disadvantaged	278	96.2
Limited English proficient (LEP)	150	51.9
Special education	35	12.1
Talented and Gifted (TAG)	36	12.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
4	2010	140	1	0.7	0	0.0	0	0.0	136	97.1	3	2.1	—	—
	2011	150	3	2.0	0	0.0	0	0.0	144	96.0	2	1.3	1	0.7
	2012	135	7	5.2	4	3.0	1	0.7	121	89.6	2	1.5	0	0.0
5	2010	150	5	3.3	1	0.7	1	0.7	142	94.7	1	0.7	—	—
	2011	146	6	4.1	0	0.0	0	0.0	138	94.5	2	1.4	0	0.0
	2012	154	4	2.6	0	0.0	0	0.0	146	94.8	3	1.9	1	0.6
4-6	2010	290	6	2.1	1	0.3	1	0.3	278	95.9	4	1.4	—	—
	2011	296	9	3.0	0	0.0	0	0.0	282	95.3	4	1.4	1	0.3
	2012	289	11	3.8	4	1.4	1	0.3	267	92.4	5	1.7	1	0.3

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	
4	2010	140	135	96.4	88	62.9	17	12.1	99	70.7	12	8.6	14	10.0	40.7	59.3	0.7
	2011	150	146	97.3	93	62.0	13	8.7	103	68.7	18	12.0	11	7.3	56.0	44.0	0.0
	2012	135	131	97.0	80	59.3	14	10.4	122	90.4	19	14.1	14	10.4	57.0	43.0	0.0
5	2010	150	141	94.0	64	42.7	10	6.7	85	56.7	12	8.0	8	5.3	55.3	44.7	3.3
	2011	146	141	96.6	85	58.2	14	9.6	109	74.7	17	11.6	13	8.9	41.8	58.2	1.4
	2012	154	147	95.5	70	45.5	21	13.6	139	90.3	17	11.0	6	3.9	59.1	40.9	0.6
4-6	2010	290	276	95.2	152	52.4	27	9.3	184	63.4	24	8.3	22	7.6	48.3	51.7	2.1
	2011	296	287	97.0	178	60.1	27	9.1	212	71.6	35	11.8	24	8.1	49.0	51.0	0.7
	2012	289	278	96.2	150	51.9	35	12.1	261	90.3	36	12.5	20	6.9	58.1	41.9	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
4	2010	140	12,300	135	96.6	11,900	96.8	20	14.3	17.2	123	10,987	88.0	89.3
	2011	145	12,506	141	97.0	12,150	97.1	17	11.7	15.7	136	11,544	93.6	92.3
	2012	137	12,493	133	97.1	12,139	97.2	11	8.0	16.7	127	11,218	92.8	89.8
5	2010	147	11,688	143	96.8	11,310	96.8	21	14.2	17.0	135	10,453	91.5	89.4
	2011	140	11,742	136	97.1	11,419	97.2	10	7.1	8.2	134	10,892	95.6	92.8
	2012	154	12,562	148	95.9	12,220	97.3	3	1.9	5.4	140	11,364	90.9	90.5
4-6	2010	287	34,590	278	96.7	33,321	96.3	41	14.3	17.5	258	30,523	89.8	88.2
	2011	285	34,375	277	97.1	33,311	96.9	27	9.5	13.6	270	31,510	94.6	91.7
	2012	291	35,738	281	96.5	34,675	97.0	14	4.8	13.1	267	32,002	91.8	89.5

Teachers: 20

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	6	30.0
Hispanic	7	35.0
White	6	30.0
Multiple	0	0.0
Other	1	5.0

Gender	Number	Percentage
Female	14	70.0
Male	6	30.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2009-10	5.1	—
2010-11	6.3	94.4
2011-12	4.7	100.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	5.0
1	0	0.0
2	0	0.0
3	2	10.0
4	1	5.0
5	1	5.0
1-3	2	10.0
More than 3	17	85.0
1 - 5	4	20.0
6 - 10	3	15.0
11 - 20	8	40.0
More than 20	4	20.0

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)
4	2010													
	2011													
	2012		83.3	88.5	89.3	*	75.0	77.3		85.7	90.6	88.3	76.8	60
5	2010													
	2011													
	2012	*	*	81.0	81.7	*	81.8	75.5		81.3	83.3	82.1	80.3	84
3-5	2010													
	2011													
	2012	*	85.7	84.0	85.0	*	80.0	76.0		82.9	86.8	84.7	80.3	144

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	3	7	131	127	3	45	75	0	76	68	144			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)
4	2010													
	2011													
	2012		30	27	27	*	24	23		26	28	27	26	60
5	2010													
	2011													
	2012	*	*	28	27	*	28	26		28	28	28	29	84
3-5	2010													
	2011													
	2012	*	29	27	27	*	27	25		27	28	28	26	144

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	3	7	131	127	3	45	75	0	76	68	144	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
4	2010			
	2011			
	2012	60.8	64.1	60.9
5	2010			
	2011			
	2012	63.7	55.1	63.9
3-5	2010			
	2011			
	2012	62.5	58.9	62.6

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	22	22	*	20	20		20	24	22	24	60

NUMBER TESTED IN GRADE 4														
2010														0
2011														0
2012	0	6	53	56	3	13	23	0	28	32	60		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	3.5	3.5	61.5	52.5

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)
4	2010													
	2011													
	2012		100.0	75.4	77.6	50.0	68.5	70.2		77.3	77.2	77.2	79.5	123
5	2010													
	2011													
	2012	*	*	77.5	75.0	*	78.3	74.8		69.7	86.2	76.9	76.2	134
3-5	2010													
	2011													
	2012	*	85.7	76.5	76.3	50.0	73.7	72.7		73.2	81.7	77.0	77.6	257

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	3	7	243	232	8	156	187	0	142	115	257	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)
4	2010													
	2011													
	2012		28	26	26	23	24	25		26	26	26	28	123
5	2010													
	2011													
	2012	*	*	28	28	*	28	27		27	29	28	30	134

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
4	2010					
	2011					
	2012	55.7	49.1	62.9	47.8	45.4
5	2010					
	2011					
	2012	56.8	53.7	58.2	49.0	58.9
3-5	2010					
	2011					
	2012	56.3	51.5	60.4	48.4	52.4

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	*	26	26		28	27	27	30	134

NUMBER TESTED IN GRADE 5														
2010														0
2011														0
2012	3	1	129	116	3	83	103	0	75	59	134	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	68.6	72.8	59.0	53.7

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)
4	2010													
	2011													
	2012			77.0	78.9		79.0	79.0		68.4	92.0	77.8	84.2	63
5	2010													
	2011													
	2012			67.9	68.8	*	67.9	67.9		58.6	79.2	67.9	77.4	53
3-5	2010													
	2011													
	2012			72.8	74.3	*	73.9	73.9		64.2	85.7	73.3	84.3	116

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	0	114	105	1	115	115	0	67	49	116	14,101		

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			23	24		24	24		21	27	23	26	63
5	2010													
	2011													
	2012			26	26	*	26	26		23	29	26	28	53
3-5	2010													
	2011													
	2012			25	25	*	25	25		22	28	25	25	116

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	0	114	105	1	115	115	0	67	49	116	14,101		

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
4	2010			
	2011			
	2012	49.4	58.4	49.8
5	2010			
	2011			
	2012	56.6	56.8	55.9
3-5	2010			
	2011			
	2012	52.7	57.7	52.6

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			23	23		23	23		22	25	23	26	63

NUMBER TESTED IN GRADE 4														
2010														0
2011														0
2012	0	0	61	57	0	62	62	0	38	25	63	4,902		

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	3.5	3.5	61.5	52.5

¹Average score points (range 0-8). A STAAR composition is rated twice on a scale of 1 to 4. The ratings are summed to determine score points for the composition.

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)
4	2010													
	2011													
	2012			*	*		*	*		*		*	50.0	4
5	2010													
	2011													
	2012			*	*		*	*		*	*	*	33.3	2
3-5	2010													
	2011													
	2012			*	*		*	*		*	*	0.0	54.8	6

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	0	5	3	0	5	5	0	5	1	6	6	259	

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			*	*		*	*		*		*	21	4
5	2010													
	2011													
	2012			*	*		*	*		*	*	*	20	2
3-5	2010													
	2011													
	2012			*	*		*	*		*	*	14	22	6

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	0	5	3	0	5	5	0	5	1	6			259

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
4	2010					
	2011					
	2012	*	*	*	*	*
5	2010					
	2011					
	2012	*	*	*	*	*
3-5	2010					
	2011					
	2012	34.7	27.8	35.3	25.0	16.1

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the ITBS

		READING TOTAL				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
5	2010					0
	2011	14.6	45.2	26.6	36.2	79
	2012	21.7	76.9	30.5	37.2	82

		MATHEMATICS TOTAL				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
5	2010					0
	2011	31.4	50.0	35.8	44.8	134
	2012	17.6	60.0	20.9	43.8	129

Number Tested	2010	0	0	0	0	
	2011	48	31	79	9,181	
	2012	69	13	82	9,773	

Number Tested	2010	0	0	0	0	
	2011	102	32	134	10,907	
	2012	119	10	129	11,044	

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)
5	2010													0
	2011	*	*	27.0	23.3	0.0	15.0	14.6	*	25.7	27.3	26.6	36.2	79
	2012	*	*	28.9	28.9	0.0	26.7	21.7		34.0	25.0	30.5	37.2	82

Number Tested	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	2	3	74	73	9	20	48	1	35	44	79	9,181	
	2012	3	2	76	76	11	30	69	0	50	32	82	9,773	

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)
5	2010													0
	2011	*	*	2	2	0	0	1	*	0	3	3	701	79
	2012	*	*	0	0	0	0	0		0	0	0	822	82

Number Tested	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	2	3	74	73	9	20	48	1	35	44	79	9,181	
	2012	3	2	76	76	11	30	69	0	50	32	82	9,773	

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)
5	2010													0
	2011	*	*	36.4	34.4	0.0	36.0	31.4	*	42.4	30.7	35.8	44.8	134
	2012	*	*	20.2	20.5	0.0	21.7	17.6		30.6	8.8	20.9	43.8	129

Number Tested	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	2	3	129	128	11	75	102	1	59	75	134	10,907	
	2012	3	1	124	122	10	83	119	0	72	57	129	11,044	

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)
5	2010													0
	2011	*	*	12	11	0	6	7	*	10	3	13	1,395	134
	2012	*	*	1	2	0	0	0		2	0	2	1,426	129

Number Tested	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	2	3	129	128	11	75	102	1	59	75	134	10,907	
	2012	3	1	124	122	10	83	119	0	72	57	129	11,044	

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)
5	2010													0
	2011	*	*	33.6	33.1	9.1	32.5	29.8	*	44.1	26.0	33.8	48.6	136
	2012	*	*	19.5	19.7	0.0	18.6	17.9		23.3	16.4	20.1	45.9	134

Number Tested	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	2	3	131	130	11	77	104	1	59	77	136	11,471	
	2012	3	2	128	127	11	86	123	0	73	61	134	11,770	

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)
5	2010													0
	2011	*	*	7	6	0	3	4	*	4	3	7	1,416	136
	2012	*	*	3	3	0	2	2		3	0	3	1,169	134

Number Tested	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	2	3	131	130	11	77	104	1	59	77	136	11,471	
	2012	3	2	128	127	11	86	123	0	73	61	134	11,770	

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)
5	2010													0
	2011			88.1	88.1	*	88.1	88.1		84.0	91.2	88.1	93.5	59
	2012			87.5	87.0	*	87.7	87.7		82.1	93.1	87.7	91.4	57

Number Tested	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	0	0	59	59	2	59	59	0	25	34	59	2,044	
	2012	0	0	56	54	1	57	57	0	28	29	57	2,239	

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)
5	2010													0
	2011			24	24	*	24	24		10	14	24	856	59
	2012			17	14	*	17	17		5	12	17	912	57

Number Tested	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	0	0	59	59	2	59	59	0	25	34	59	2,044	
	2012	0	0	56	54	1	57	57	0	28	29	57	2,239	

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) (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2012 Level	N	%	N	%	N	%	N	%	N	%
4 (80)	Beginning	4	5.0	4	5.0	8	10.0	12	15.0	11	13.8
	Intermediate	17	21.3	10	12.5	32	40.0	21	26.3	22	27.5
	Advanced	31	38.8	37	46.3	23	28.8	24	30.0	24	30.0
	Advanced High	28	35.0	29	36.3	17	21.3	23	28.8	23	28.8
5 (94)	Beginning	0	0.0	1	1.1	2	2.1	4	4.3	4	4.3
	Intermediate	3	3.2	6	6.4	12	12.8	19	20.2	19	20.2
	Advanced	24	25.5	24	25.5	35	37.2	21	22.3	21	22.3
	Advanced High	67	71.3	63	67.0	45	47.9	50	53.2	50	53.2
ALL (174)	Beginning	4	2.3	5	2.9	10	5.7	16	9.2	15	8.6
	Intermediate	20	11.5	16	9.2	44	25.3	40	23.0	41	23.6
	Advanced	55	31.6	61	35.1	58	33.3	45	25.9	45	25.9
	Advanced High	95	54.6	92	52.9	62	35.6	73	42.0	73	42.0

**PROGRESSION FROM
2011 TO 2012**

Number Rated Both Years N (%) Progressed	2012 Level	2011 Level			
		Beg	Int	Adv	Adv High
74 31 (41.9%)	Beginning	8			
	Intermediate	4	16		
	Advanced	1	4	19	
	Advanced High	0	0	22	
92 60 (65.2%)	Beginning	4			
	Intermediate	3	15		
	Advanced	0	8	13	
	Advanced High	0	0	49	
166 91 (54.8%)	Beginning	12			
	Intermediate	7	31		
	Advanced	1	12	32	
	Advanced High	0	0	71	

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