

Campus Data Packet

for 2010-11 planning

Information in this packet is based on data from the 2009-10 school year.



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School Number 143

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2009-10 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- More detailed information is available in ENROLLMENT and TEACHER reports.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- 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.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2009-10. They are counted as new if they were not enrolled in a district campus before the last day of the 2008-09 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 2008-09 and 2009-10.

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.

TAKS

- 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.
- TAKS statistics include both TAKS and TAKS-Accommodated results.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- 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 compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- Cell shading for percentage meeting standard is based on the AEIS or AYP minimum requirement for 2011, whichever is higher for the subject test.
- READING and MATHEMATICS statistics for SSI grades (3, 5, and 8) are based on scores cumulative through the second administration.

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 and mathematics results for all three years are for the Language subtest and Mathematics subtest. All other grades' results reflect Reading Total or Mathematics Total performance. (The Reading and Mathematics Total summaries are not available with use of the level 5R form administered to kindergartners.) Logramos reading summaries are for Reading Total. The "number tested" statistics include kindergartners.
- NEED notes for Math COMPUTATION pages.

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 2009 to 2010, the TEA did not report the 2009 composite rating.
- If a student is rated as advanced high in 2010, the TEA does not differentiate between the advanced and advanced high levels from 2009.

STUDENT ENROLLMENT

Grade	Enrollment
PK	61
KN	45
1	45
2	42
3	46
ALL	239

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percentage	Number	Percentage
African American	15	6.3	1	4.8
American Indian	3	1.3	*	*
Asian	20	8.4	*	*
Hispanic	197	82.4	14	66.7
White	4	1.7	5	23.8
Other	**	**	1	4.8

*Included in category "Other."

**All students are classified in one of the five racial/ethnic groups.

STUDENT GROUP ENROLLMENT

Student Group	Number	Percentage
Economically disadvantaged students	236	98.7
Limited English proficient students	157	65.7
Special education students	4	1.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2008	79	7	8.9	0	0.0	3	3.8	67	84.8	2	2.5
	2009	52	3	5.8	1	1.9	1	1.9	46	88.5	1	1.9
	2010	61	6	9.8	1	1.6	6	9.8	48	78.7	0	0.0
KN	2008	55	6	10.9	1	1.8	4	7.3	44	80.0	0	0.0
	2009	57	4	7.0	0	0.0	3	5.3	49	86.0	1	1.8
	2010	45	1	2.2	0	0.0	1	2.2	41	91.1	2	4.4
1	2008	77	4	5.2	2	2.6	7	9.1	63	81.8	1	1.3
	2009	48	3	6.3	1	2.1	5	10.4	39	81.3	0	0.0
	2010	45	4	8.9	0	0.0	3	6.7	36	80.0	2	4.4
2	2008	55	3	5.5	0	0.0	6	10.9	45	81.8	1	1.8
	2009	65	2	3.1	0	0.0	8	12.3	54	83.1	1	1.5
	2010	42	2	4.8	1	2.4	4	9.5	35	83.3	0	0.0
3	2008	48	4	8.3	0	0.0	6	12.5	36	75.0	2	4.2
	2009	36	2	5.6	0	0.0	2	5.6	31	86.1	1	2.8
	2010	46	2	4.3	1	2.2	6	13.0	37	80.4	0	0.0
PK-3	2008	318	24	7.5	3	0.9	26	8.2	258	81.1	7	2.2
	2009	266	14	5.3	2	0.8	19	7.1	225	84.6	6	2.3
	2010	239	15	6.3	3	1.3	20	8.4	197	82.4	4	1.7

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2008	79	79	100.0	62	78.5	0	0.0	0	0.0	79	100.0	0.0
	2009	52	51	98.1	38	73.1	1	1.9	0	0.0	52	100.0	0.0
	2010	61	60	98.4	40	65.6	2	3.3	0	0.0	61	100.0	0.0
KN	2008	55	54	98.2	37	67.3	0	0.0	0	0.0	14	25.5	0.0
	2009	57	55	96.5	45	78.9	0	0.0	3	5.3	14	24.6	0.0
	2010	45	45	100.0	32	71.1	1	2.2	2	4.4	14	31.1	0.0
1	2008	77	76	98.7	53	68.8	1	1.3	4	5.2	5	6.5	13.0
	2009	48	48	100.0	27	56.3	1	2.1	4	8.3	4	8.3	12.5
	2010	45	45	100.0	30	66.7	0	0.0	5	11.1	8	17.8	2.2
2	2008	55	54	98.2	41	74.5	2	3.6	7	12.7	4	7.3	7.3
	2009	65	65	100.0	46	70.8	0	0.0	7	10.8	4	6.2	12.3
	2010	42	41	97.6	25	59.5	1	2.4	4	9.5	6	14.3	14.3
3	2008	48	48	100.0	37	77.1	4	8.3	9	18.8	3	6.3	2.1
	2009	36	36	100.0	27	75.0	0	0.0	10	27.8	0	0.0	8.3
	2010	46	45	97.8	30	65.2	0	0.0	8	17.4	2	4.3	0.0
PK-3	2008	318	314	98.7	230	72.3	11	3.5	20	6.3	108	34.0	5.3
	2009	266	261	98.1	183	68.8	10	3.8	24	9.0	77	28.9	8.6
	2010	239	236	98.7	157	65.7	4	1.7	19	7.9	91	38.1	2.9

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	District	Campus (N)	Campus (%)	District (N)	District (%)	Campus (N)	Campus (%)	District (%)	Campus	District	Campus	District
KN	2008	58.8	13,568.1	56.4	95.9	13,004.4	95.8	20	34.0	23.5	47	11,618	79.9	85.6
	2009	56.9	13,515.0	54.4	95.6	12,939.1	95.7	18	31.6	22.5	46	11,501	80.9	85.1
	2010	43.5	13,234.2	42.0	96.7	12,616.4	95.3	10	23.0	21.6	39	11,233	89.7	84.9
1	2008	80.5	14,626.9	79.0	98.1	14,102.7	96.4	19	23.6	21.2	74	12,704	91.9	86.9
	2009	51.1	14,250.8	49.5	97.0	13,719.9	96.3	13	25.4	20.7	45	12,300	88.1	86.3
	2010	45.6	13,848.4	43.6	95.7	13,286.3	95.9	16	35.1	20.2	36	11,978	79.0	86.5
2	2008	55.9	13,708.6	54.6	97.7	13,269.8	96.8	15	26.8	19.7	47	12,043	84.1	87.9
	2009	68.8	13,950.1	67.3	97.9	13,499.0	96.8	12	17.4	18.6	60	12,231	87.2	87.7
	2010	41.9	13,440.8	40.5	96.9	12,947.4	96.3	9	21.5	19.0	38	11,794	90.8	87.7
3	2008	47.4	12,806.9	46.3	97.7	12,425.5	97.0	9	19.0	19.1	39	11,408	82.3	89.1
	2009	36.8	13,095.5	36.2	98.5	12,710.6	97.1	6	16.3	18.3	33	11,634	89.8	88.8
	2010	45.1	13,291.1	44.4	98.5	12,853.9	96.7	8	17.8	17.7	43	11,815	95.4	88.9
KN-3	2008	285.2	59,234.7	276.6	97.0	57,106.0	96.4	181	63.5	37.0	274	55,438	96.1	93.6
	2009	247.8	59,416.7	239.7	96.7	57,243.7	96.3	142	57.3	36.1	226	55,223	91.2	92.9
	2010	176.0	53,814.5	170.6	96.9	51,703.9	96.1	43	24.4	19.6	156	46,820	88.6	87.0

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percentage
African American	1	4.8
Hispanic	14	66.7
White	5	23.8
Other	1	4.8

Gender	Number	Percentage
Female	17	81.0
Male	4	19.0

TOTAL	21
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AVERAGE NUMBER OF ABSENCES

2008	6.8
2009	7.7
2010	8.9

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008	*	*	87.5	88.9	*	87.5	90.0		83.3	91.7	88.9	86.2	18
	2009	*	*	100.0	100.0		*	100.0		*	100.0	100.0	87.1	13
	2010		*	72.7	83.3		*	70.0		100.0	72.7	84.2	85.4	19

NUMBER TESTED IN GRADE 3													
2008	1	4	8	18	1	8	10	0	6	12	18	10,439	
2009	1	4	6	13	0	4	6	0	5	8	13	7,580	
2010	0	2	11	18	0	4	10	0	8	11	19	7,094	

Cells containing passing percentages below the 2010-11 Adequate Yearly Progress (AYP) reading target of 73% are shaded.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008	*	*	1	2	*	1	1		1	1	2	1,443	18
	2009	*	*	0	0		*	0		*	0	0	981	13
	2010		*	3	3		*	3		0	3	3	1,039	19

NUMBER TESTED IN GRADE 3													
2008	1	4	8	18	1	8	10	0	6	12	18	10,439	
2009	1	4	6	13	0	4	6	0	5	8	13	7,580	
2010	0	2	11	18	0	4	10	0	8	11	19	7,094	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2008	83.0	88.9	83.3	82.6
	2009	83.6	81.3	89.7	87.5
	2010	82.8	81.2	80.7	76.3

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008	*	*	50.0	38.9	*	62.5	50.0		33.3	41.7	38.9	21.5	18
	2009	*	*	33.3	30.8		*	0.0		*	12.5	30.8	34.0	13
	2010		*	36.4	27.8		*	0.0		62.5	9.1	31.6	37.1	19

NUMBER TESTED IN GRADE 3													
2008	1	4	8	18	1	8	10	0	6	12	18	10,439	
2009	1	4	6	13	0	4	6	0	5	8	13	7,580	
2010	0	2	11	18	0	4	10	0	8	11	19	7,094	

 Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2011.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008	*	*	87.5	84.2	*	77.8	81.8		100.0	76.9	84.2	76.6	19
	2009		*	96.9	97.2		96.3	96.3		100.0	95.2	97.2	76.8	36
	2010		*	75.7	77.3		79.3	50.0		82.4	75.0	77.8	78.2	45

NUMBER TESTED IN GRADE 3													
2008	1	4	8	19	1	9	11	0	6	13	19	10,870	
2009	0	2	32	36	0	27	27	0	15	21	36	12,336	
2010	0	2	37	44	0	29	14	0	17	28	45	12,585	

Cells containing passing percentages below the 2010-11 Adequate Yearly Progress (AYP) mathematics target of 67% are shaded.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008	*	*	1	3	*	2	2		0	3	3	2,542	19
	2009		*	1	1		1	1		0	1	1	2,856	36
	2010		*	9	10		6	7		3	7	10	2,739	45

NUMBER TESTED IN GRADE 3													
2008	1	4	8	19	1	9	11	0	6	13	19	10,870	
2009	0	2	32	36	0	27	27	0	15	21	36	12,336	
2010	0	2	37	44	0	29	14	0	17	28	45	12,585	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2008	85.8	85.1	89.5	82.5	90.8	70.4
	2009	91.4	88.0	91.7	89.8	91.7	78.1
	2010	82.4	72.6	78.9	73.0	83.3	65.8

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008	*	*	50.0	36.8	*	55.6	54.5		50.0	30.8	36.8	26.3	19
	2009		*	43.8	44.4		40.7	40.7		33.3	52.4	44.4	28.8	36
	2010		*	16.2	15.9		20.7	7.1		17.6	14.3	15.6	21.3	45

NUMBER TESTED IN GRADE 3													
2008	1	4	8	19	1	9	11	0	6	13	19	10,870	
2009	0	2	32	36	0	27	27	0	15	21	36	12,336	
2010	0	2	37	44	0	29	14	0	17	28	45	12,585	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2011.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008			92.6	92.3	*	92.6	92.3		92.3	92.9	92.6	85.4	27
	2009			100.0	100.0		100.0	100.0		100.0	100.0	100.0	89.4	24
	2010			100.0	100.0		100.0	*		100.0	100.0	100.0	84.5	26

NUMBER TESTED IN GRADE 3													
2008	0	0	27	26	1	27	26	0	13	14	27	1,640	
2009	0	0	24	24	0	23	23	0	9	15	24	4,836	
2010	0	0	26	26	0	25	4	0	9	17	26	5,572	

Cells containing passing percentages below the 2010-11 Adequate Yearly Progress (AYP) reading target of 73% are shaded.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008			2	2	*	2	2		1	1	2	239	27
	2009			0	0		0	0		0	0	0	514	24
	2010			0	0		0	*		0	0	0	863	26

NUMBER TESTED IN GRADE 3													
2008	0	0	27	26	1	27	26	0	13	14	27	1,640	
2009	0	0	24	24	0	23	23	0	9	15	24	4,836	
2010	0	0	26	26	0	25	4	0	9	17	26	5,572	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2008	84.2	88.4	74.7	78.2
	2009	86.7	89.9	86.1	83.3
	2010	86.7	90.7	87.8	88.5

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008			37.0	34.6	*	37.0	38.5		38.5	35.7	37.0	17.2	27
	2009			45.8	45.8		47.8	47.8		22.2	60.0	45.8	30.4	24
	2010			61.5	61.5		64.0	*		55.6	64.7	61.5	39.6	26

NUMBER TESTED IN GRADE 3													
2008	0	0	27	26	1	27	26	0	13	14	27	1,640	
2009	0	0	24	24	0	23	23	0	9	15	24	4,897	
2010	0	0	26	26	0	25	4	0	9	17	26	5,572	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2011.

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the ITBS

		READING TOTAL (**LANGUAGE)				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2008	*	20.0	17.6	57.6	17
	2009	37.5	42.9	40.0	41.9	15
	2010	*	33.3	25.0	40.0	16
1	2008	27.3	61.1	48.3	50.2	29
	2009	33.3	50.0	43.5	54.2	23
	2010	36.4	54.5	45.5	55.2	22
2	2008	27.3	80.0	52.4	50.2	21
	2009	33.3	70.0	50.0	47.9	22
	2010	21.4	66.7	35.0	48.6	20
1-2	2008	27.3	67.9	50.0	50.2	50
	2009	33.3	58.3	46.7	51.0	45
	2010	28.0	58.8	40.5	51.9	42

		MATHEMATICS TOTAL (**MATHEMATICS)				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2008	45.7	25.0	38.2	44.9	55
	2009	45.7	66.7	49.1	52.8	55
	2010	45.2	66.7	51.2	51.2	43
1	2008	54.2	71.4	58.8	55.5	80
	2009	55.6	53.3	54.2	50.4	24
	2010	54.3	36.4	50.0	48.8	46
2	2008	50.0	75.0	55.4	57.5	56
	2009	50.0	70.0	58.3	53.2	24
	2010	50.0	62.5	52.5	54.6	40
K-2	2008	50.7	54.7	51.8	52.7	191
	2009	47.8	61.8	52.4	52.3	103
	2010	50.0	54.8	51.2	51.5	129

Number Tested	2008	24	43	67	21,817	
	2009	29	31	60	21,148	
	2010	29	29	58	20,804	

Number Tested	2008	138	53	191	41,070	
	2009	69	34	103	30,563	
	2010	98	31	129	40,163	

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**	2008		*	14.3	20.0		*	*		16.7	18.2	17.6	57.6	17
	2009		*	12.5	42.9		*	37.5		*	40.0	40.0	41.9	15
	2010	*	*	16.7	25.0		*	*		16.7	*	25.0	40.0	16
1	2008	*	*	42.9	50.0		0.0	27.3		45.5	50.0	48.3	50.2	29
	2009		*	40.0	43.5		*	33.3		35.7	55.6	43.5	54.2	23
	2010	*	*	23.1	47.6		50.0	36.4		45.5	45.5	45.5	55.2	22
2	2008	*	*	58.3	47.4	*	28.6	27.3		40.0	63.6	52.4	50.2	21
	2009		*	42.9	50.0		*	33.3		62.5	42.9	50.0	47.9	22
	2010		*	23.1	35.0		16.7	21.4		37.5	33.3	35.0	48.6	20
1-2	2008	*	85.7	50.0	48.9	*	15.4	27.3		42.9	55.2	50.0	50.2	50
	2009		*	41.4	46.7		30.0	33.3		45.5	47.8	46.7	51.0	45
	2010	*	100.0	23.1	41.5		33.3	28.0		42.1	39.1	40.5	51.9	42

Number Tested	2008	2	12	33	62	2	15	24	0	27	40	67	21,817
	2009	0	8	37	59	0	15	29	0	27	33	60	21,148
	2010	4	7	38	57	0	16	29	0	31	27	58	20,804

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**	2008		*	0	0		*	*		0	0	0	1,687	17
	2009		*	0	1		*	1		*	1	1	771	15
	2010	*	*	0	1		*	*		1	*	1	758	16
1	2008	*	*	0	1		0	1		0	1	1	1,555	29
	2009		*	1	3		*	1		1	2	3	1,659	23
	2010	*	*	0	2		1	1		1	1	2	1,729	22
2	2008	*	*	0	0	*	0	0		0	0	0	1,065	21
	2009		*	0	0		*	0		0	0	0	1,027	22
	2010		*	0	0		0	0		0	0	0	954	20
1-2	2008	*	1	0	1	*	0	1		0	1	1	2,620	50
	2009		*	1	3		0	1		1	2	3	2,688	45
	2010	*	1	0	2		1	1		1	1	2	2,683	42

Number Tested	2008	2	12	33	62	2	15	24	0	27	40	67	21,817
	2009	0	8	37	59	0	15	29	0	27	33	60	21,148
	2010	4	7	38	57	0	16	29	0	31	27	58	20,804

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**	2008		*	47.7	40.4		43.2	45.7		44.0	33.3	38.2	44.9	55
	2009		*	42.6	49.1		41.9	45.7		60.9	40.6	49.1	52.8	55
	2010	*	*	48.7	51.2	*	45.2	45.2		55.6	43.8	51.2	51.2	43
1	2008	*	*	56.9	58.2	*	50.9	54.2		60.6	57.4	58.8	55.5	80
	2009		*	46.7	54.2		*	55.6		57.1	50.0	54.2	50.4	24
	2010	*	*	50.0	51.1		60.0	54.3		56.5	43.5	50.0	48.8	46
2	2008	*	*	54.3	53.7	*	51.2	50.0		46.2	63.3	55.4	57.5	56
	2009		*	42.9	58.3		57.1	50.0		70.0	50.0	58.3	53.2	24
	2010		*	45.5	52.5	*	52.0	50.0		60.0	45.0	52.5	54.6	40
K-2	2008	*	50.0	53.5	51.9	*	48.9	50.7		51.2	52.3	51.8	52.7	191
	2009		70.0	43.4	52.5		43.6	47.8		61.7	44.6	52.4	52.3	103
	2010	*	71.4	48.2	51.6	*	52.3	50.0		57.1	44.1	51.2	51.5	129

Number Tested	2008	2	12	155	185	3	131	138	0	84	107	191	41,070
	2009	0	10	76	101	0	55	69	0	47	56	103	30,563
	2010	3	7	110	128	2	86	98	0	70	59	129	40,163

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**	2008		*	5	5		3	3		2	3	5	2,788	55
	2009		*	2	3		3	3		1	2	3	2,455	55
	2010	*	*	4	5	*	2	2		4	1	5	2,358	43
1	2008	*	*	11	17	*	7	10		7	11	18	2,800	80
	2009		*	1	1		*	0		1	0	1	1,577	24
	2010	*	*	4	5		5	5		2	3	5	2,266	46
2	2008	*	*	6	7	*	5	5		4	4	8	2,912	56
	2009		*	0	3		0	1		2	1	3	1,686	24
	2010		*	4	6	*	5	6		4	2	6	2,484	40
K-2	2008	*	4	22	29	*	15	18		13	18	31	8,500	191
	2009		0	3	7		3	4		4	3	7	5,718	103
	2010	*	0	12	16	*	12	13		10	6	16	7,108	129

Number Tested	2008	2	12	155	185	3	131	138	0	84	107	191	41,070
	2009	0	10	76	101	0	55	69	0	47	56	103	30,563
	2010	3	7	110	128	2	86	98	0	70	59	129	40,163

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	2008	*	*	78.1	79.5		78.8	81.0		75.0	83.0	79.7	65.7	79
	2009		*	80.6	81.4		88.5	88.0		83.3	80.0	77.1	66.0	48
	2010	*	*	63.2	60.0		73.3	65.7		60.9	56.5	58.7	63.5	46
2	2008	*	*	73.9	77.8	*	75.6	75.0		65.4	90.0	78.6	64.0	56
	2009		*	84.6	81.0		84.4	79.6		88.0	75.7	78.1	60.9	64
	2010		*	72.7	75.0	*	76.0	71.9		75.0	75.0	75.0	61.4	40
1-2	2008	*	85.7	76.4	78.8	*	77.4	78.4		70.7	85.7	79.3	64.9	135
	2009		*	83.0	81.2		85.9	82.4		85.7	77.2	77.7	63.5	112
	2010	*	50.0	67.6	67.1	*	74.5	68.7		67.4	65.1	66.3	62.5	86

Number Tested	2008	2	7	110	132	2	93	102	0	58	77	135	27,631
	2009	0	4	88	101	0	71	74	0	49	57	112	27,480
	2010	1	6	71	85	1	55	67	0	43	43	86	26,937

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	2008	*	*	29	34		22	25		13	22	35	4,546	79
	2009		*	24	27		18	17		15	13	29	4,597	48
	2010	*	*	10	11		10	10		5	6	11	4,129	46
2	2008	*	*	14	17	*	13	14		9	9	18	2,557	56
	2009		*	23	25		21	21		10	16	26	3,822	64
	2010		*	8	12	*	9	10		5	7	12	3,776	40
1-2	2008	*	5	43	51	*	35	39		22	31	53	7,103	135
	2009		*	47	52		39	38		25	29	55	8,419	112
	2010	*	0	18	23	*	19	20		10	13	23	7,905	86

Number Tested	2008	2	7	110	132	2	93	102	0	58	77	135	27,631
	2009	0	4	88	101	0	71	74	0	49	57	112	27,480
	2010	1	6	71	85	1	55	67	0	43	43	86	26,937

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	2008			83.3	82.9		84.8	83.9		76.5	89.5	83.3	87.0	36
	2009		*	94.7	97.4		94.6	94.6		94.4	95.2	94.9	88.6	39
	2010			96.2	96.2	*	96.2	96.2		100.0	91.7	96.2	89.3	26
1	2008			89.6	89.6		90.9	91.1		80.0	96.4	89.6	88.0	48
	2009			91.7	91.7	*	90.9	90.9		100.0	83.3	91.7	88.6	24
	2010			92.0	92.0		91.7	91.7		84.6	100.0	92.0	89.1	25
2	2008			100.0	100.0		100.0	100.0		100.0	100.0	100.0	93.4	34
	2009			100.0	100.0		100.0	100.0		100.0	100.0	100.0	94.0	40
	2010			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	93.8	20
K-2	2008			90.7	90.6		91.8	91.7		84.6	95.5	90.7	89.3	118
	2009		*	96.1	97.1	*	95.9	95.9		97.8	94.8	96.1	90.4	103
	2010			95.8	95.8	*	95.7	95.6		94.9	96.9	95.8	90.7	71

Number Tested	2008	0	0	118	117	0	110	108	0	52	66	118	18,257
	2009	0	1	102	102	1	98	98	0	45	58	103	19,076
	2010	0	0	71	71	2	69	68	0	39	32	71	19,041

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	2008			16	16		15	14		5	11	16	3,280	36
	2009		*	21	22		20	20		10	12	22	3,525	39
	2010			20	20	*	20	20		11	9	20	3,523	26
1	2008			22	22		20	20		8	14	22	2,412	48
	2009			8	8	*	8	8		4	4	8	2,523	24
	2010			7	7		7	7		3	4	7	2,529	25
2	2008			21	21		20	19		8	13	21	2,596	34
	2009			26	26		26	26		11	15	26	2,909	40
	2010			5	5	*	5	5		2	3	5	3,040	20
K-2	2008			59	59		55	53		21	38	59	8,288	118
	2009		*	55	56	*	54	54		25	31	56	8,957	103
	2010			32	32	*	32	32		16	16	32	9,092	71


Number Tested	2008	0	0	118	117	0	110	108	0	52	66	118	18,257
	2009	0	1	102	102	1	98	98	0	45	58	103	19,076
	2010	0	0	71	71	2	69	68	0	39	32	71	19,041

PERFORMANCE IN 2010

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2010 Level	N	%	N	%	N	%	N	%	N	%
KN (32)	Beginning	29	90.6	28	87.5	30	93.8	32	100.0	32	100.0
	Intermediate	3	9.4	4	12.5	2	6.3	0	0.0	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (30)	Beginning	29	96.7	29	96.7	29	96.7	29	96.7	29	96.7
	Intermediate	1	3.3	1	3.3	1	3.3	1	3.3	1	3.3
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (25)	Beginning	4	16.0	3	12.0	9	36.0	3	12.0	3	12.0
	Intermediate	17	68.0	18	72.0	13	52.0	8	32.0	8	32.0
	Advanced	4	16.0	4	16.0	3	12.0	8	32.0	12	48.0
	Advanced High	0	0.0	0	0.0	0	0.0	6	24.0	2	8.0
3 (29)	Beginning	10	34.5	12	41.4	12	41.4	0	0.0	0	0.0
	Intermediate	13	44.8	14	48.3	11	37.9	3	10.3	6	20.7
	Advanced	6	20.7	3	10.3	5	17.2	8	27.6	16	55.2
	Advanced High	0	0.0	0	0.0	1	3.4	18	62.1	7	24.1
ALL (116)	Beginning	72	62.1	72	62.1	80	69.0	64	55.2	64	55.2
	Intermediate	34	29.3	37	31.9	27	23.3	12	10.3	15	12.9
	Advanced	10	8.6	7	6.0	8	6.9	16	13.8	28	24.1
	Advanced High	0	0.0	0	0.0	1	0.9	24	20.7	9	7.8

**PROGRESSION FROM
2009 TO 2010**

Number Rated Both Years N (%) Progressed	2010 Level	2009 Level			
		Beg	Int	Adv	Adv High
- -	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
27 0 (0.0%)	Beginning	26			
	Intermediate	0	1		
	Advanced	0	0	0	
	Advanced High	0	0	0	
21 18 (85.7%)	Beginning	1			
	Intermediate	6	2		
	Advanced	7	3	0	
	Advanced High	1	1	0	
29 13 (44.8%)	Beginning	0			
	Intermediate	2	4		
	Advanced	1	3	12	
	Advanced High	0	2	5	
77 31 (40.3%)	Beginning	27			
	Intermediate	8	7		
	Advanced	8	6	12	
	Advanced High	1	3	5	

 Indicates students who progressed at least one level from 2009 to 2010.