

Campus Data Packet

for 2010-11 planning

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



JULIA C. FRAZIER

School Number 146

2.... Contents..... Table of Contents

STUDENTS AND STAFF

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

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

10.... TAKS Read (1)..... TAKS Reading: Percentage Meeting Standard
 12.... TAKS Read (3)..... TAKS Reading: Performance by Objective
 14.... TAKS Math (1)..... TAKS Mathematics: % Meeting Standard
 16.... TAKS Math (3)..... TAKS Mathematics: % by Objective

ITBS / ITED / LOGRAMOS

18.... Compliance..... SCE Compliance for At-Risk Students
 20.... ITBS Read (2)..... ITBS Reading Total: # At or Above the 80th %-ile
 22.... ITBS Math (2)..... ITBS Math Total: # At or Above the 80th %-ile
 24.... ITBS Math (4)..... ITBS Math Computation: # At or Above the 80th %-ile

MEASURES OF ENGLISH PROFICIENCY

25.... TELPAS..... TX English Language Proficiency Assessment System

3.... Notes..... Notes and Data Descriptions for Individual Reports

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

11.... TAKS Read (2)..... TAKS Reading: Number Not Meeting Standard
 13.... TAKS Read (4)..... TAKS Reading: Percentage Commended
 15.... TAKS Math (2)..... TAKS Mathematics: # Not Meeting Standard
 17.... TAKS Math (4)..... TAKS Mathematics: % Commended

19.... ITBS Read (1)..... ITBS Reading Total: % At or Above the 40th %-ile
 21.... ITBS Math (1)..... ITBS Math Total: % At or Above the 40th %-ile
 23.... ITBS Math (3)..... ITBS Math Computation: % At or Above the 40th %-ile

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
KN	38
1	39
2	38
3	40
ALL	155

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percentage	Number	Percentage
African American	135	87.1	8	72.7
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	20	12.9	1	9.1
White	0	0.0	2	18.2
Other	**	**	0	0.0

*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	154	99.4
Limited English proficient students	15	9.7
Special education students	8	5.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
KN	2008	29	23	79.3	0	0.0	0	0.0	6	20.7	0	0.0
	2009	41	32	78.0	0	0.0	0	0.0	9	22.0	0	0.0
	2010	38	33	86.8	0	0.0	0	0.0	5	13.2	0	0.0
1	2008	39	33	84.6	0	0.0	0	0.0	6	15.4	0	0.0
	2009	41	35	85.4	0	0.0	0	0.0	6	14.6	0	0.0
	2010	39	33	84.6	0	0.0	0	0.0	6	15.4	0	0.0
2	2008	45	34	75.6	0	0.0	0	0.0	11	24.4	0	0.0
	2009	43	37	86.0	0	0.0	0	0.0	6	14.0	0	0.0
	2010	38	33	86.8	0	0.0	0	0.0	5	13.2	0	0.0
3	2008	28	18	64.3	0	0.0	0	0.0	10	35.7	0	0.0
	2009	46	36	78.3	0	0.0	0	0.0	9	19.6	1	2.2
	2010	40	36	90.0	0	0.0	0	0.0	4	10.0	0	0.0
KN-3	2008	141	108	76.6	0	0.0	0	0.0	33	23.4	0	0.0
	2009	171	140	81.9	0	0.0	0	0.0	30	17.5	1	0.6
	2010	155	135	87.1	0	0.0	0	0.0	20	12.9	0	0.0

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
KN	2008	29	27	93.1	4	13.8	1	3.4	10	34.5	26	89.7	3.4
	2009	41	40	97.6	5	12.2	1	2.4	4	9.8	31	75.6	0.0
	2010	38	38	100.0	3	7.9	0	0.0	8	21.1	21	55.3	0.0
1	2008	39	34	87.2	1	2.6	2	5.1	9	23.1	5	12.8	2.6
	2009	41	38	92.7	4	9.8	3	7.3	11	26.8	5	12.2	4.9
	2010	39	38	97.4	5	12.8	1	2.6	8	20.5	2	5.1	0.0
2	2008	45	35	77.8	4	8.9	1	2.2	10	22.2	5	11.1	6.7
	2009	43	41	95.3	1	2.3	3	7.0	12	27.9	4	9.3	2.3
	2010	38	38	100.0	4	10.5	4	10.5	10	26.3	4	10.5	5.3
3	2008	28	26	92.9	5	17.9	6	21.4	8	28.6	0	0.0	0.0
	2009	46	40	87.0	3	6.5	2	4.3	9	19.6	3	6.5	2.2
	2010	40	40	100.0	3	7.5	3	7.5	9	22.5	0	0.0	2.5
KN-3	2008	141	122	86.5	14	9.9	10	7.1	37	26.2	36	25.5	3.5
	2009	171	159	93.0	13	7.6	9	5.3	36	21.1	43	25.1	2.3
	2010	155	154	99.4	15	9.7	8	5.2	35	22.6	27	17.4	1.9

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	27.1	13,568.1	26.3	97.0	13,004.4	95.8	12	44.3	23.5	22	11,618	81.2	85.6
	2009	38.5	13,515.0	36.6	95.1	12,939.1	95.7	18	46.8	22.5	31	11,501	80.5	85.1
	2010	37.7	13,234.2	35.5	94.1	12,616.4	95.3	12	31.8	21.6	29	11,233	76.9	84.9
1	2008	40.0	14,626.9	38.8	97.1	14,102.7	96.4	17	42.5	21.2	32	12,704	80.1	86.9
	2009	38.9	14,250.8	36.9	94.9	13,719.9	96.3	11	28.3	20.7	33	12,300	84.8	86.3
	2010	39.3	13,848.4	37.3	94.9	13,286.3	95.9	14	35.6	20.2	31	11,978	78.9	86.5
2	2008	45.4	13,708.6	44.2	97.4	13,269.8	96.8	8	17.6	19.7	40	12,043	88.1	87.9
	2009	42.6	13,950.1	41.2	96.8	13,499.0	96.8	13	30.5	18.6	36	12,231	84.5	87.7
	2010	36.0	13,440.8	34.1	94.8	12,947.4	96.3	10	27.8	19.0	31	11,794	86.2	87.7
3	2008	27.9	12,806.9	27.4	98.0	12,425.5	97.0	6	21.5	19.1	24	11,408	85.9	89.1
	2009	45.6	13,095.5	44.0	96.5	12,710.6	97.1	9	19.7	18.3	40	11,634	87.7	88.8
	2010	39.5	13,291.1	38.2	96.5	12,853.9	96.7	8	20.2	17.7	33	11,815	83.5	88.9
KN-3	2008	140.4	59,234.7	136.7	97.4	57,106.0	96.4	43	30.6	37.0	118	55,438	84.1	93.6
	2009	165.6	59,416.7	158.8	95.9	57,243.7	96.3	51	30.8	36.1	140	55,223	84.5	92.9
	2010	152.5	53,814.5	145.0	95.1	51,703.9	96.1	44	28.8	19.6	124	46,820	81.3	87.0

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percentage
African American	8	72.7
Hispanic	1	9.1
White	2	18.2
Other	0	0.0

Gender	Number	Percentage
Female	10	90.9
Male	1	9.1

TOTAL	11
--------------	-----------

AVERAGE NUMBER OF ABSENCES

2008	3.4
2009	6.4
2010	10.4

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		100.0	90.0	95.8	*	*	92.9		90.0	100.0	95.8	86.2	24
	2009	*	88.6	77.8	87.5	*	*	81.8		85.2	88.9	86.7	87.1	45
	2010		66.7	*	64.9		*	58.3		66.7	62.5	64.9	85.4	37

NUMBER TESTED IN GRADE 3													
2008	0	14	10	24	1	5	14	0	10	14	24	10,439	
2009	1	35	9	40	1	3	22	0	27	18	45	7,580	
2010	0	33	4	37	0	3	24	0	21	16	37	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		0	1	1	*	*	1		1	0	1	1,443	24
	2009	*	4	2	5	*	*	4		4	2	6	981	45
	2010		11	*	13		*	10		7	6	13	1,039	37

NUMBER TESTED IN GRADE 3													
2008	0	14	10	24	1	5	14	0	10	14	24	10,439	
2009	1	35	9	40	1	3	22	0	27	18	45	7,580	
2010	0	33	4	37	0	3	24	0	21	16	37	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	83.3	86.9	91.0	74.5
	2009	78.2	79.0	80.4	84.2
	2010	69.9	65.6	57.2	66.6

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		21.4	20.0	20.8	*	*	14.3		30.0	14.3	20.8	21.5	24
	2009	*	28.6	22.2	32.5	*	*	13.6		33.3	22.2	28.9	34.0	45
	2010		21.2	*	24.3		*	12.5		19.0	31.3	24.3	37.1	37

NUMBER TESTED IN GRADE 3													
2008	0	14	10	24	1	5	14	0	10	14	24	10,439	
2009	1	35	9	40	1	3	22	0	27	18	45	7,580	
2010	0	33	4	37	0	3	24	0	21	16	37	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		92.9	100.0	95.8	*	100.0	92.9		100.0	93.3	95.8	76.6	24
	2009	*	85.7	77.8	82.5		*	76.2		88.9	77.8	84.4	76.8	45
	2010		42.4	*	45.9		*	25.0		47.6	43.8	45.9	78.2	37

NUMBER TESTED IN GRADE 3													
2008	0	14	10	24	1	6	14	0	9	15	24	10,870	
2009	1	35	9	40	0	3	21	0	27	18	45	12,336	
2010	0	33	4	37	0	3	24	0	21	16	37	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	0	1	*	0	1		0	1	1	2,542	24
	2009	*	5	2	7		*	5		3	4	7	2,856	45
	2010		19	*	20		*	18		11	9	20	2,739	37

NUMBER TESTED IN GRADE 3													
2008	0	14	10	24	1	6	14	0	9	15	24	10,870	
2009	1	35	9	40	0	3	21	0	27	18	45	12,336	
2010	0	33	4	37	0	3	24	0	21	16	37	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	91.7	90.3	89.6	85.4	93.8	73.4
	2009	77.8	78.9	90.4	80.4	85.0	64.2
	2010	55.1	58.6	66.2	57.2	56.8	58.8

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		28.6	30.0	29.2	*	33.3	28.6		22.2	33.3	29.2	26.3	24
	2009	*	20.0	0.0	17.5		*	4.8		18.5	11.1	15.6	28.8	45
	2010		3.0	*	2.7		*	0.0		4.8	0.0	2.7	21.3	37

NUMBER TESTED IN GRADE 3													
2008	0	14	10	24	1	6	14	0	9	15	24	10,870	
2009	1	35	9	40	0	3	21	0	27	18	45	12,336	
2010	0	33	4	37	0	3	24	0	21	16	37	12,585	

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	*	64.0	60.0	57.6	30
	2009	25.0	44.4	33.3	41.9	42
	2010	36.8	65.0	51.3	40.0	39
1	2008	*	61.0	59.5	50.2	42
	2009	20.0	61.9	41.5	54.2	41
	2010	29.4	65.2	50.0	55.2	40
2	2008	25.0	69.0	53.3	50.2	45
	2009	4.3	68.4	33.3	47.9	42
	2010	16.7	45.5	25.7	48.6	35
1-2	2008	23.5	64.3	56.3	50.2	87
	2009	11.6	65.0	37.3	51.0	83
	2010	22.0	58.8	38.7	51.9	75

		MATHEMATICS TOTAL (**MATHEMATICS)				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2008	*	54.2	51.7	44.9	29
	2009	43.5	61.1	51.2	52.8	41
	2010	52.6	80.0	66.7	51.2	39
1	2008	*	68.3	69.0	55.5	42
	2009	20.0	45.0	32.5	50.4	40
	2010	50.0	56.5	53.8	48.8	39
2	2008	43.8	79.3	66.7	57.5	45
	2009	8.3	52.6	27.9	53.2	43
	2010	8.7	63.6	26.5	54.6	34
K-2	2008	45.5	68.1	63.8	52.7	116
	2009	23.9	52.6	37.1	52.3	124
	2010	34.5	66.7	50.0	51.5	112

Number Tested	2008	22	95	117	21,817	
	2009	67	58	125	21,148	
	2010	60	54	114	20,804	

Number Tested	2008	22	94	116	41,070	
	2009	67	57	124	30,563	
	2010	58	54	112	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		62.5	50.0	57.1	*	*	*		47.1	76.9	60.0	57.6	30
	2009		33.3	33.3	31.7	*	*	25.0		25.0	44.4	33.3	41.9	42
	2010		54.5	33.3	51.3		*	36.8		35.3	63.6	51.3	40.0	39
1	2008		59.5	*	57.1	*		*		52.2	68.4	59.5	50.2	42
	2009		41.7	*	39.5	*	*	20.0		38.5	46.7	41.5	54.2	41
	2010		51.5	42.9	51.3	*	50.0	29.4		40.9	61.1	50.0	55.2	40
2	2008		64.7	18.2	54.3	*	*	25.0		58.3	47.6	53.3	50.2	45
	2009		38.9	0.0	30.0	*	*	4.3		26.9	43.8	33.3	47.9	42
	2010		23.3	*	25.7	*	*	16.7		21.1	31.3	25.7	48.6	35
1-2	2008		62.0	31.3	55.7	*	*	23.5		55.3	57.5	56.3	50.2	87
	2009		40.3	18.2	34.6	0.0	*	11.6		32.7	45.2	37.3	51.0	83
	2010		38.1	41.7	39.2	*	40.0	22.0		31.7	47.1	38.7	51.9	75

Number Tested	2008	0	95	22	98	4	8	22	0	64	53	117	21,817
	2009	0	105	20	119	7	9	67	0	76	49	125	21,148
	2010	0	96	18	113	5	14	60	0	58	56	114	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		4	1	5	*	*	*		4	1	5	1,687	30
	2009		1	0	1	*	*	0		1	0	1	771	42
	2010		0	1	1		*	0		0	1	1	758	39
1	2008		9	*	5	*		*		3	6	9	1,555	42
	2009		3	*	3	*	*	0		3	1	4	1,659	41
	2010		2	0	2	*	0	0		1	1	2	1,729	40
2	2008		5	1	5	*	*	0		5	1	6	1,065	45
	2009		3	0	1	*	*	0		1	2	3	1,027	42
	2010		0	*	0	*	*	0		0	0	0	954	35
1-2	2008		14	1	10	*	*	0		8	7	15	2,620	87
	2009		6	1	4	0	*	0		4	3	7	2,688	83
	2010		2	0	2	*	0	0		1	1	2	2,683	75

Number Tested	2008	0	95	22	98	4	8	22	0	64	53	117	21,817
	2009	0	105	20	119	7	9	67	0	76	49	125	21,148
	2010	0	96	18	113	5	14	60	0	58	56	114	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		52.2	50.0	48.1	*	*	*		47.1	58.3	51.7	44.9	29
	2009		51.5	50.0	50.0	*	*	43.5		54.2	47.1	51.2	52.8	41
	2010		72.7	33.3	66.7		*	52.6		52.9	77.3	66.7	51.2	39
1	2008		70.3	*	68.6	*		*		73.9	63.2	69.0	55.5	42
	2009		29.4	50.0	29.7	*	*	20.0		34.6	28.6	32.5	50.4	40
	2010		51.5	66.7	52.6	*	*	50.0		45.5	64.7	53.8	48.8	39
2	2008		70.6	54.5	68.6	*	*	43.8		62.5	71.4	66.7	57.5	45
	2009		32.4	0.0	24.4	*	*	8.3		23.1	35.3	27.9	53.2	43
	2010		24.1	*	26.5	*	*	8.7		26.3	26.7	26.5	54.6	34
K-2	2008		66.0	54.5	62.9	*	25.0	45.5		62.5	65.4	63.8	52.7	116
	2009		37.5	35.0	34.7	14.3	44.4	23.9		36.8	37.5	37.1	52.3	124
	2010		50.5	47.1	49.5	*	46.2	34.5		41.4	59.3	50.0	51.5	112

Number Tested	2008	0	94	22	97	4	8	22	0	64	52	116	41,070
	2009	0	104	20	118	7	9	67	0	76	48	124	30,563
	2010	0	95	17	111	5	13	58	0	58	54	112	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		2	2	3	*	*	*		3	1	4	2,788	29
	2009		6	1	6	*	*	3		3	4	7	2,455	41
	2010		5	1	6		*	1		2	4	6	2,358	39
1	2008		8	*	5	*		*		4	4	8	2,800	42
	2009		3	1	3	*	*	0		4	0	4	1,577	40
	2010		5	0	5	*	*	1		2	3	5	2,266	39
2	2008		12	1	11	*	*	3		6	7	13	2,912	45
	2009		3	0	2	*	*	0		2	1	3	1,686	43
	2010		2	*	3	*	*	1		3	0	3	2,484	34
K-2	2008		22	3	19	*	2	5		13	12	25	8,500	116
	2009		12	2	11	0	1	3		9	5	14	5,718	124
	2010		12	2	14	*	2	3		7	7	14	7,108	112
Number Tested	2008	0	94	22	97	4	8	22	0	64	52	116	41,070	
	2009	0	104	20	118	7	9	67	0	76	48	124	30,563	
	2010	0	95	17	111	5	13	58	0	58	54	112	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		73.0	*	71.4	*		*		78.3	63.2	71.4	65.7	42
	2009		26.7	66.7	36.4	*	*	*		40.9	21.4	35.0	66.0	40
	2010		33.3	50.0	36.8	*	*	43.8		36.4	35.3	35.9	63.5	39
2	2008		61.8	63.6	65.7	*	*	50.0		45.8	81.0	62.2	64.0	45
	2009		37.1	0.0	29.4	*	*	*		25.0	41.2	30.2	60.9	43
	2010		34.5	*	35.3	*	*	17.4		31.6	40.0	35.3	61.4	34
1-2	2008		67.6	62.5	68.6	*	*	52.9		61.7	72.5	66.7	64.9	87
	2009		32.3	33.3	32.8	*	*	30.0		32.6	32.3	32.5	63.5	83
	2010		33.9	45.5	36.1	*		44.4	28.2	34.1	37.5	35.6	62.5	73

Number Tested	2008	0	71	16	70	3	4	17	0	47	40	87	27,631
	2009	0	65	12	67	4	5	10	0	46	31	83	27,480
	2010	0	62	11	72	5	9	39	0	41	32	73	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		17	*	13	*		*		10	8	18	4,546	42
	2009		5	2	7	*	*	*		6	1	8	4,597	40
	2010		4	1	5	*	*	2		2	3	5	4,129	39
2	2008		7	1	6	*	*	1		3	5	8	2,557	45
	2009		2	0	1	*	*	*		1	1	2	3,822	43
	2010		2	*	3	*	*	1		2	1	3	3,776	34
1-2	2008		24	2	19	*	*	1		13	13	26	7,103	87
	2009		7	2	8	*	*	2		7	2	10	8,419	83
	2010		6	2	8	*	2	3		4	4	8	7,905	73


Number Tested	2008	0	71	16	70	3	4	17	0	47	40	87	27,631
	2009	0	65	12	67	4	5	10	0	46	31	83	27,480
	2010	0	62	11	72	5	9	39	0	41	32	73	26,937

PERFORMANCE IN 2010

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2010 Level	N	%	N	%	N	%	N	%	N	%
1 (6)	Beginning	1	16.7	1	16.7	1	16.7	1	16.7	1	16.7
	Intermediate	3	50.0	3	50.0	3	50.0	2	33.3	2	33.3
	Advanced	2	33.3	2	33.3	1	16.7	0	0.0	1	16.7
	Advanced High	0	0.0	0	0.0	1	16.7	3	50.0	2	33.3
ALL (15)	Beginning	2	13.3	1	6.7	3	20.0	4	26.7	4	26.7
	Intermediate	4	26.7	6	40.0	7	46.7	5	33.3	5	33.3
	Advanced	4	26.7	5	33.3	2	13.3	2	13.3	3	20.0
	Advanced High	5	33.3	3	20.0	3	20.0	4	26.7	3	20.0

**PROGRESSION FROM
2009 TO 2010**

Number Rated Both Years N (%) Progressed	2010 Level	2009 Level			
		Beg	Int	Adv	Adv High
5 4 (80.0%)	Beginning	0			
	Intermediate	1	1		
	Advanced	0	1	0	
	Advanced High	0	2	0	
11 6 (54.5%)	Beginning	2			
	Intermediate	2	2		
	Advanced	0	2	1	
	Advanced High	0	2	0	

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