

DATA PACKET

for 2011-12 planning

School Number 143

JAMES W. FANNIN



Dallas
Independent
School
District

Evaluation & Accountability
Data Analysis, Reporting, and Research Services

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2010-11 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, 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 2010-11. They are counted as new if not enrolled in a district campus before the last day of the 2009-10 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 2009-10 and 2010-11.

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 “# 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.

TAKS and TAKS-Modified

- 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 are based on both TAKS and TAKS-Accommodated results. TAKS-M statistics are based exclusively on TAKS-M 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 2012, whichever is higher for the subject test.
- READING and MATHEMATICS statistics for SSI grades (3, 5, 8) in any year 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 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 reflect 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 2010 to 2011, the TEA did not report the 2010 composite rating.
- If a student is rated as advanced high in 2011, the TEA does not differentiate between the advanced and advanced high levels from 2010.

STUDENT ENROLLMENT

Grade	Enrollment
PK	81
KN	42
1	53
2	39
3	32
ALL	247

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	15	6.1	1	5.3
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	19	7.7	*	*
Hispanic	205	83.0	13	68.4
White	8	3.2	4	21.1
Multiple	0	0.0	0	0.0
Other* (teachers only)	—	—	1	5.3
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	169	68.4
Economically disadvantaged	237	96.0
Limited English proficient (LEP)	165	66.8
Special education	1	0.4
Talented and Gifted (TAG)	16	6.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	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	—	—
	2011	81	7	8.6	0	0.0	6	7.4	64	79.0	4	4.9	0	0.0
KN	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	—	—
	2011	42	3	7.1	0	0.0	4	9.5	35	83.3	0	0.0	0	0.0
1	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	—	—
	2011	53	2	3.8	0	0.0	2	3.8	46	86.8	3	5.7	0	0.0
2	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	—	—
	2011	39	1	2.6	0	0.0	3	7.7	35	89.7	0	0.0	0	0.0
3	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	—	—
	2011	32	2	6.3	0	0.0	4	12.5	25	78.1	1	3.1	0	0.0
PK-3	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	—	—
	2011	247	15	6.1	0	0.0	19	7.7	205	83.0	8	3.2	0	0.0

Enrollment (2)

Enrollment Statistics by Select Student Group

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	
PK	2009	52	51	98.1	38	73.1	1	1.9	41	78.8	0	0.0	52	100.0	0.0
	2010	61	60	98.4	40	65.6	2	3.3	38	62.3	0	0.0	61	100.0	0.0
	2011	81	74	91.4	54	66.7	0	0.0	35	43.2	0	0.0	80	98.8	1.2
KN	2009	57	55	96.5	45	78.9	0	0.0	47	82.5	3	5.3	14	24.6	0.0
	2010	45	45	100.0	32	71.1	1	2.2	33	73.3	2	4.4	14	31.1	0.0
	2011	42	41	97.6	28	66.7	0	0.0	35	83.3	0	0.0	11	26.2	0.0
1	2009	48	48	100.0	27	56.3	1	2.1	31	64.6	4	8.3	4	8.3	12.5
	2010	45	45	100.0	30	66.7	0	0.0	34	75.6	5	11.1	8	17.8	2.2
	2011	53	52	98.1	37	69.8	1	1.9	38	71.7	7	13.2	12	22.6	9.4
2	2009	65	65	100.0	46	70.8	0	0.0	53	81.5	7	10.8	4	6.2	12.3
	2010	42	41	97.6	25	59.5	1	2.4	33	78.6	4	9.5	6	14.3	14.3
	2011	39	38	97.4	27	69.2	0	0.0	34	87.2	5	12.8	6	15.4	2.6
3	2009	36	36	100.0	27	75.0	0	0.0	28	77.8	10	27.8	0	0.0	8.3
	2010	46	45	97.8	30	65.2	0	0.0	38	82.6	8	17.4	2	4.3	0.0
	2011	32	32	100.0	19	59.4	0	0.0	27	84.4	4	12.5	3	9.4	9.4
PK-3	2009	266	261	98.1	183	68.8	10	3.8	200	75.2	24	9.0	77	28.9	8.6
	2010	239	236	98.7	157	65.7	4	1.7	176	73.6	19	7.9	91	38.1	2.9
	2011	247	237	96.0	165	66.8	1	0.4	169	68.4	16	6.5	112	45.3	4.0

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	2009	56.9	13,515.0	54.4	95.6	12,939.1	95.7	18	31.6	22.3	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	21.7	39	11,233	89.7	84.9
	2011	42.4	13,210.6	39.9	94.1	12,645.0	95.7	11	26.0	21.5	31	11,602	73.2	87.8
1	2009	51.1	14,250.8	49.5	97.0	13,719.9	96.3	13	25.4	20.5	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	20.3	36	11,978	79.0	86.5
	2011	51.8	13,458.2	49.9	96.3	12,967.0	96.4	17	32.8	19.0	46	12,047	88.9	89.5
2	2009	68.8	13,950.1	67.3	97.9	13,499.0	96.8	12	17.4	18.5	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	19.2	38	11,794	90.8	87.7
	2011	38.8	13,012.8	37.5	96.7	12,592.7	96.8	10	25.8	17.1	32	11,853	82.4	91.1
3	2009	36.8	13,095.5	36.2	98.5	12,710.6	97.1	6	16.3	18.2	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	17.8	43	11,815	95.4	88.9
	2011	33.1	12,619.0	32.1	96.8	12,254.0	97.1	4	12.1	16.7	30	11,604	90.6	92.0
KN-3	2009	247.8	59,416.7	239.7	96.7	57,243.7	96.3	142	57.3	35.9	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	19.7	156	46,820	88.6	87.0
	2011	166.1	52,300.6	159.3	95.9	50,458.7	96.5	42	25.3	18.6	139	47,106	83.7	90.1

Teachers: 19

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	1	5.3
Hispanic	13	68.4
White	4	21.1
Multiple categories	0	0.0
Other	1	5.3

Gender	Number	Percentage
Female	14	73.7
Male	5	26.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	7.7	NA
2009-10	8.9	NA
2010-11	7.2	85.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	5.3
1	2	10.5
2	0	0.0
3	1	5.3
4	3	15.8
5	0	0.0
1-3	3	15.8
More than 3	15	78.9
1 - 5	6	31.6
6 - 10	2	10.5
11 - 20	2	10.5
More than 20	8	42.1

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	2009	*	*	100.0	100.0		*	100.0		*	100.0	100.0	87.3	13
	2010		*	72.7	83.3		*	70.0		100.0	72.7	84.2	85.4	19
	2011	*	*	88.9	93.8		*	91.7		100.0	87.5	93.8	82.0	16

NUMBER TESTED IN GRADE 3													
2009	1	4	6	13	0	4	6	0	5	8	13	7,558	
2010	0	2	11	18	0	4	10	0	8	11	19	7,094	
2011	1	2	9	16	0	4	12	0	8	8	16	6,761	

Shaded cells indicate percentages below 70 percent, the 2010-11 AEIS minimum for an Academically Acceptable rating.

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	2009	*	*	0	0		*	0		*	0	0	960	13
	2010		*	3	3		*	3		0	3	3	1,039	19
	2011	*	*	1	1		*	1		0	1	1	1,214	16

NUMBER TESTED IN GRADE 3													
2009	1	4	6	13	0	4	6	0	5	8	13	7,558	
2010	0	2	11	18	0	4	10	0	8	11	19	7,094	
2011	1	2	9	16	0	4	12	0	8	8	16	6,761	

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	2009	83.6	81.3	89.7	87.5
	2010	82.8	81.2	80.7	76.3
	2011	83.8	72.3	74.0	78.9

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	2009	*	*	33.3	30.8		*	0.0		*	12.5	30.8	34.1	13
	2010		*	36.4	27.8		*	0.0		62.5	9.1	31.6	37.1	19
	2011	*	*	11.1	12.5		*	16.7		12.5	12.5	12.5	33.6	16

NUMBER TESTED IN GRADE 3													
2009	1	4	6	13	0	4	6	0	5	8	13	7,558	
2010	0	2	11	18	0	4	10	0	8	11	19	7,094	
2011	1	2	9	16	0	4	12	0	8	8	16	6,761	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010-11.

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	2009		*	96.9	97.2		96.3	96.3		100.0	95.2	97.2	77.3	36
	2010		*	75.7	77.3		79.3	50.0		82.4	75.0	77.8	78.2	45
	2011	*	*	76.0	81.3		84.2	77.8		82.4	80.0	81.3	80.7	32

NUMBER TESTED IN GRADE 3													
2009	0	2	32	36	0	27	27	0	15	21	36	12,228	
2010	0	2	37	44	0	29	14	0	17	28	45	12,585	
2011	1	2	25	32	0	19	27	0	17	15	32	12,284	

Shaded cells indicate percentages below 65 percent, the 2010-11 AEIS minimum for an Academically Acceptable rating.

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	2009		*	1	1		1	1		0	1	1	2,781	36
	2010		*	9	10		6	7		3	7	10	2,739	45
	2011	*	*	6	6		3	6		3	3	6	2,370	32

NUMBER TESTED IN GRADE 3													
2009	0	2	32	36	0	27	27	0	15	21	36	12,228	
2010	0	2	37	44	0	29	14	0	17	28	45	12,585	
2011	1	2	25	32	0	19	27	0	17	15	32	12,284	

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	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
	2011	83.4	79.7	82.8	74.5	84.4	66.0

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	2009		*	43.8	44.4		40.7	40.7		33.3	52.4	44.4	29.0	36
	2010		*	16.2	15.9		20.7	7.1		17.6	14.3	15.6	21.3	45
	2011	*	*	12.0	12.5		21.1	14.8		17.6	6.7	12.5	24.4	32

NUMBER TESTED IN GRADE 3													
2009	0	2	32	36	0	27	27	0	15	21	36	12,228	
2010	0	2	37	44	0	29	14	0	17	28	45	12,585	
2011	1	2	25	32	0	19	27	0	17	15	32	12,284	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010-11.

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	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
	2011			93.8	93.3		93.3	92.9		100.0	85.7	93.8	87.2	16

NUMBER TESTED IN GRADE 3													
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	
2011	0	0	16	15	0	15	14	0	9	7	16	5,537	

Shaded cells indicate percentages below 70 percent, the 2010-11 AEIS minimum for an Academically Acceptable rating.

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	2009			0	0		0	0		0	0	0	514	24
	2010			0	0		0	*		0	0	0	863	26
	2011			1	1		1	1		0	1	1	710	16

NUMBER TESTED IN GRADE 3													
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	
2011	0	0	16	15	0	15	14	0	9	7	16	5,537	

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	2009	86.7	89.9	86.1	83.3
	2010	86.7	90.7	87.8	88.5
	2011	75.4	90.2	80.2	84.4

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	2009			45.8	45.8		47.8	47.8		22.2	60.0	45.8	30.6	24
	2010			61.5	61.5		64.0	*		55.6	64.7	61.5	39.6	26
	2011			31.3	33.3		33.3	35.7		33.3	28.6	31.3	43.5	16

NUMBER TESTED IN GRADE 3													
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	
2011	0	0	16	15	0	15	14	0	9	7	16	5,537	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010-11.

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**	2009	62.5	42.9	53.3	54.4	15
	2010	*	58.3	56.3	61.2	16
	2011	30.8	*	37.5	63.3	16
1	2009	33.3	50.0	43.5	54.2	23
	2010	36.4	54.5	45.5	55.2	22
	2011	33.3	41.7	38.1	58.1	21
2	2009	33.3	70.0	50.0	47.9	22
	2010	21.4	66.7	35.0	48.6	20
	2011	28.6	*	38.9	50.7	18
1-2	2009	33.3	58.3	46.7	51.0	45
	2010	28.0	58.8	40.5	51.9	42
	2011	30.4	50.0	38.5	54.4	39

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009	45.7	66.7	49.1	52.8	55
	2010	45.2	66.7	51.2	51.2	43
	2011	54.5	66.7	56.4	56.8	39
1	2009	55.6	53.3	54.2	50.4	24
	2010	54.3	36.4	50.0	48.8	46
	2011	71.1	35.7	61.5	53.1	52
2	2009	50.0	70.0	58.3	53.2	24
	2010	50.0	62.5	52.5	54.6	40
	2011	55.9	*	53.8	56.8	39
K-2	2009	47.8	61.8	52.4	52.3	103
	2010	50.0	54.8	51.2	51.5	129
	2011	61.0	44.0	57.7	55.6	130

Number Tested	2009	29	31	60	15,925	
	2010	29	29	58	20,252	
	2011	36	19	55	20,553	

Number Tested	2009	69	34	103	30,563	
	2010	98	31	129	40,163	
	2011	105	25	130	40,067	

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**	2009		*	37.5	57.1		*	62.5		*	50.0	53.3	54.4	15
	2010	*	*	50.0	56.3		*	*		58.3	*	56.3	61.2	16
	2011		*	22.2	33.3		*	30.8		20.0	66.7	37.5	63.3	16
1	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
	2011	*	*	35.7	40.0	*	25.0	33.3		33.3	44.4	38.1	58.1	21
2	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
	2011		*	38.5	35.3		16.7	28.6		27.3	57.1	38.9	50.7	18
1-2	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
	2011	*	*	37.0	37.8	*	21.4	30.4		30.4	50.0	38.5	54.4	39

Number Tested	2009	0	8	37	59	0	15	29	0	27	33	60	15,925
	2010	4	7	38	57	0	16	29	0	31	27	58	20,252
	2011	2	8	36	52	1	18	36	0	33	22	55	20,553

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**	2009		*	0	2		*	2		*	1	2	304	15
	2010	*	*	1	2		*	*		2	*	2	1,717	16
	2011		*	0	0		*	0		0	0	0	2,106	16
1	2009		*	1	3		*	1		1	2	3	1,659	23
	2010	*	*	0	2		1	1		1	1	2	1,729	22
	2011	*	*	2	4	*	0	0		2	2	4	1,963	21
2	2009		*	0	0		*	0		0	0	0	1,027	22
	2010		*	0	0		0	0		0	0	0	954	20
	2011		*	0	0		0	0		0	0	0	1,020	18
1-2	2009		*	1	3		0	1		1	2	3	2,688	45
	2010	*	1	0	2		1	1		1	1	2	2,683	42
	2011	*	*	2	4	*	0	0		2	2	4	2,983	39

Number Tested	2009	0	8	37	59	0	15	29	0	27	33	60	15,925
	2010	4	7	38	57	0	16	29	0	31	27	58	20,252
	2011	2	8	36	52	1	18	36	0	33	22	55	20,553

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**	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
	2011		*	56.3	55.3		69.2	54.5		45.0	68.4	56.4	56.8	39
1	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
	2011	*	*	66.7	62.7	*	70.3	71.1		60.0	63.6	61.5	53.1	52
2	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
	2011		*	55.9	52.6		48.1	55.9		47.6	61.1	53.8	56.8	39
K-2	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
	2011	*	37.5	60.4	57.5	*	63.3	61.0		52.1	64.4	57.7	55.6	130

Number Tested	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
	2011	2	8	111	127	1	90	105	0	71	59	130	40,067

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**	2009		*	2	3		3	3		1	2	3	2,455	55
	2010	*	*	4	5	*	2	2		4	1	5	2,358	43
	2011		*	2	2		2	2		1	1	2	2,815	39
1	2009		*	1	1		*	0		1	0	1	1,577	24
	2010	*	*	4	5		5	5		2	3	5	2,266	46
	2011	*	*	7	8	*	6	6		6	2	8	2,716	52
2	2009		*	0	3		0	1		2	1	3	1,686	24
	2010		*	4	6	*	5	6		4	2	6	2,484	40
	2011		*	3	4		3	3		3	2	5	2,746	39
K-2	2009		0	3	7		3	4		4	3	7	5,718	103
	2010	*	0	12	16	*	12	13		10	6	16	7,108	129
	2011	*	0	12	14	*	11	11		10	5	15	8,277	130

Number Tested	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
	2011	2	8	111	127	1	90	105	0	71	59	130	40,067

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	2009		*	76.9	77.1	*	88.9	90.3		80.8	72.7	77.1	66.0	48
	2010	*	*	63.2	60.0		73.3	65.7		60.9	56.5	58.7	63.5	46
	2011	*	*	71.1	68.6	*	75.7	76.3		63.3	72.7	67.3	66.7	52
2	2009		*	81.5	78.1		82.6	79.2		88.0	71.8	78.1	60.9	64
	2010		*	72.7	75.0	*	76.0	71.9		75.0	75.0	75.0	61.4	40
	2011		*	70.6	68.4		70.4	67.6		66.7	72.2	69.2	62.0	39
1-2	2009		*	79.6	77.7	*	84.9	83.3		84.3	72.1	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
	2011	*	*	70.9	68.5	*	73.4	72.2		64.7	72.5	68.1	64.4	91

Number Tested	2009	0	5	93	112	1	73	84	0	51	61	112	27,480
	2010	1	6	71	85	1	55	67	0	43	43	86	26,937
	2011	2	5	79	89	1	64	72	0	51	40	91	26,660

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	2009		*	25	29	*	19	20		16	13	29	4,597	48
	2010	*	*	10	11		10	10		5	6	11	4,129	46
	2011	*	*	9	11	*	9	9		9	2	11	4,427	52
2	2009		*	23	26		21	21		10	16	26	3,822	64
	2010		*	8	12	*	9	10		5	7	12	3,776	40
	2011		*	8	10		7	9		5	5	10	3,810	39
1-2	2009		*	48	55	*	40	41		26	29	55	8,419	112
	2010	*	0	18	23	*	19	20		10	13	23	7,905	86
	2011	*	*	17	21	*	16	18		14	7	21	8,237	91

Number Tested	2009	0	5	93	112	1	73	84	0	51	61	112	27,480
	2010	1	6	71	85	1	55	67	0	43	43	86	26,937
	2011	2	5	79	89	1	64	72	0	51	40	91	26,660

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	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
	2011			95.7	95.7		95.5	95.0		90.0	100.0	95.7	90.9	23
1	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
	2011			90.0	90.0		89.7	93.1		82.4	100.0	90.0	89.4	30
2	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
	2011			90.5	90.5		90.5	90.0		80.0	100.0	90.5	94.9	21
K-2	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
	2011			91.9	91.9		91.7	92.8		83.8	100.0	91.9	91.7	74

Number Tested	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
	2011	0	0	74	74	0	72	69	0	37	37	74	19,081

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	2009		*	21	22		20	20		10	12	22	3,525	39
	2010			20	20	*	20	20		11	9	20	3,523	26
	2011			20	20		20	18		9	11	20	3,964	23
1	2009			8	8	*	8	8		4	4	8	2,523	24
	2010			7	7		7	7		3	4	7	2,529	25
	2011			14	14		13	14		7	7	14	2,459	30
2	2009			26	26		26	26		11	15	26	2,909	40
	2010			5	5	*	5	5		2	3	5	3,040	20
	2011			5	5		5	5		1	4	5	3,227	21
K-2	2009		*	55	56	*	54	54		25	31	56	8,957	103
	2010			32	32	*	32	32		16	16	32	9,092	71
	2011			39	39		38	37		17	22	39	9,650	74

Number Tested	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
	2011	0	0	74	74	0	72	69	0	37	37	74	19,081

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
KN (29)	Beginning	22	75.9	25	86.2	26	89.7	26	89.7	26	89.7
	Intermediate	3	10.3	2	6.9	2	6.9	2	6.9	2	6.9
	Advanced	3	10.3	1	3.4	1	3.4	1	3.4	1	3.4
	Advanced High	1	3.4	1	3.4	0	0.0	0	0.0	0	0.0
1 (37)	Beginning	28	75.7	27	73.0	29	78.4	28	75.7	28	75.7
	Intermediate	2	5.4	3	8.1	8	21.6	8	21.6	8	21.6
	Advanced	3	8.1	7	18.9	0	0.0	0	0.0	0	0.0
	Advanced High	4	10.8	0	0.0	0	0.0	1	2.7	1	2.7
2 (30)	Beginning	18	60.0	19	63.3	25	83.3	5	16.7	5	16.7
	Intermediate	7	23.3	7	23.3	1	3.3	12	40.0	15	50.0
	Advanced	2	6.7	2	6.7	2	6.7	6	20.0	8	26.7
	Advanced High	3	10.0	2	6.7	2	6.7	7	23.3	2	6.7
3 (20)	Beginning	1	5.0	0	0.0	3	15.0	0	0.0	0	0.0
	Intermediate	3	15.0	8	40.0	12	60.0	5	26.3	5	26.3
	Advanced	11	55.0	11	55.0	5	25.0	5	26.3	6	31.6
	Advanced High	5	25.0	1	5.0	0	0.0	9	47.4	8	42.1
ALL (116)	Beginning	69	59.5	71	61.2	83	71.6	59	51.3	59	51.3
	Intermediate	15	12.9	20	17.2	23	19.8	27	23.5	30	26.1
	Advanced	19	16.4	21	18.1	8	6.9	12	10.4	15	13.0
	Advanced High	13	11.2	4	3.4	2	1.7	17	14.8	11	9.6

**PROGRESSION FROM
2010 TO 2011**

Number Rated Both Years N (%) Progressed	2011 Level	2010 Level			
		Beg	Int	Adv	Adv High
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
31 9 (29.0%)	Beginning	22			
	Intermediate	8	0		
	Advanced	0	0	0	
	Advanced High	1	0	0	
24 22 (91.7%)	Beginning	2			
	Intermediate	12	0		
	Advanced	8	0	0	
	Advanced High	1	1	0	
19 10 (52.6%)	Beginning	0			
	Intermediate	0	5		
	Advanced	0	2	4	
	Advanced High	0	0	8	
74 41 (55.4%)	Beginning	24			
	Intermediate	20	5		
	Advanced	8	2	4	
	Advanced High	2	1	8	

■ Indicates students who progressed at least one level from 2010 to 2011.