

DATA PACKET

for 2011-12 planning

School Number 191

ELISHA M. PEASE



**Dallas
Independent
School
District**

**Evaluation & Accountability
Data Analysis, Reporting, and Research Services**

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Published July 27, 2011

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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	39
KN	82
1	117
2	95
3	86
ALL	419

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	398	95.0	18	72.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	20	4.8	1	4.0
White	1	0.2	4	16.0
Multiple	0	0.0	2	8.0
Other* (teachers only)	—	—	0	0.0
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	205	48.9
Economically disadvantaged	388	92.6
Limited English proficient (LEP)	12	2.9
Special education	16	3.8
Talented and Gifted (TAG)	29	6.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2009	44	41	93.2	0	0.0	0	0.0	3	6.8	0	0.0	—	—
	2010	47	47	100.0	0	0.0	0	0.0	0	0.0	0	0.0	—	—
	2011	39	37	94.9	0	0.0	0	0.0	2	5.1	0	0.0	0	0.0
KN	2009	91	90	98.9	0	0.0	0	0.0	1	1.1	0	0.0	—	—
	2010	105	99	94.3	0	0.0	0	0.0	5	4.8	1	1.0	—	—
	2011	82	80	97.6	0	0.0	0	0.0	2	2.4	0	0.0	0	0.0
1	2009	96	93	96.9	0	0.0	0	0.0	3	3.1	0	0.0	—	—
	2010	102	99	97.1	0	0.0	0	0.0	3	2.9	0	0.0	—	—
	2011	117	109	93.2	0	0.0	0	0.0	7	6.0	1	0.9	0	0.0
2	2009	93	92	98.9	0	0.0	0	0.0	1	1.1	0	0.0	—	—
	2010	91	86	94.5	0	0.0	0	0.0	5	5.5	0	0.0	—	—
	2011	95	88	92.6	0	0.0	0	0.0	7	7.4	0	0.0	0	0.0
3	2009	64	64	100.0	0	0.0	0	0.0	0	0.0	0	0.0	—	—
	2010	87	84	96.6	0	0.0	0	0.0	3	3.4	0	0.0	—	—
	2011	86	84	97.7	0	0.0	0	0.0	2	2.3	0	0.0	0	0.0
PK-3	2009	394	386	98.0	0	0.0	0	0.0	8	2.0	0	0.0	—	—
	2010	432	415	96.1	0	0.0	0	0.0	16	3.7	1	0.2	—	—
	2011	419	398	95.0	0	0.0	0	0.0	20	4.8	1	0.2	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	44	44	100.0	2	4.5	0	0.0	5	11.4	0	0.0	43	97.7	2.3
	2010	47	41	87.2	0	0.0	0	0.0	1	2.1	0	0.0	47	100.0	0.0
	2011	39	22	56.4	2	5.1	1	2.6	2	5.1	0	0.0	38	97.4	2.6
KN	2009	91	85	93.4	0	0.0	0	0.0	16	17.6	0	0.0	49	53.8	1.1
	2010	105	104	99.0	3	2.9	0	0.0	14	13.3	1	1.0	51	48.6	2.9
	2011	82	79	96.3	1	1.2	2	2.4	42	51.2	4	4.9	44	53.7	1.2
1	2009	96	92	95.8	0	0.0	3	3.1	30	31.3	3	3.1	5	5.2	13.5
	2010	102	96	94.1	1	1.0	3	2.9	36	35.3	6	5.9	12	11.8	11.8
	2011	117	113	96.6	4	3.4	3	2.6	48	41.0	7	6.0	14	12.0	9.4
2	2009	93	90	96.8	0	0.0	3	3.2	49	52.7	4	4.3	6	6.5	7.5
	2010	91	89	97.8	1	1.1	4	4.4	50	54.9	4	4.4	10	11.0	13.2
	2011	95	89	93.7	4	4.2	6	6.3	59	62.1	12	12.6	10	10.5	11.6
3	2009	64	57	89.1	1	1.6	3	4.7	27	42.2	7	10.9	6	9.4	3.1
	2010	87	84	96.6	2	2.3	7	8.0	40	46.0	10	11.5	8	9.2	1.1
	2011	86	85	98.8	1	1.2	4	4.7	54	62.8	6	7.0	11	12.8	2.3
PK-3	2009	394	374	94.9	3	0.8	15	3.8	127	32.2	14	3.6	112	28.4	7.1
	2010	432	414	95.8	7	1.6	14	3.2	141	32.6	21	4.9	128	29.6	6.5
	2011	419	388	92.6	12	2.9	16	3.8	205	48.9	29	6.9	117	27.9	6.2

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	91.1	13,515.0	86.6	95.1	12,939.1	95.7	35	38.4	22.3	72	11,501	79.0	85.1
	2010	99.5	13,234.2	93.9	94.4	12,616.4	95.3	25	25.1	21.7	80	11,233	80.4	84.9
	2011	75.9	13,210.6	72.0	94.9	12,645.0	95.7	32	42.2	21.5	59	11,602	77.7	87.8
1	2009	99.3	14,250.8	94.5	95.2	13,719.9	96.3	36	36.3	20.5	76	12,300	76.6	86.3
	2010	96.6	13,848.4	92.7	96.0	13,286.3	95.9	33	34.2	20.3	77	11,978	79.7	86.5
	2011	110.9	13,458.2	106.9	96.4	12,967.0	96.4	32	28.8	19.0	92	12,047	82.9	89.5
2	2009	96.7	13,950.1	92.4	95.5	13,499.0	96.8	26	26.9	18.5	77	12,231	79.6	87.7
	2010	89.8	13,440.8	85.3	95.0	12,947.4	96.3	26	28.9	19.2	70	11,794	77.9	87.7
	2011	89.7	13,012.8	85.5	95.3	12,592.7	96.8	28	31.2	17.1	67	11,853	74.7	91.1
3	2009	64.0	13,095.5	62.1	97.1	12,710.6	97.1	19	29.7	18.2	49	11,634	76.5	88.8
	2010	87.6	13,291.1	85.2	97.3	12,853.9	96.7	18	20.5	17.8	71	11,815	81.0	88.9
	2011	81.0	12,619.0	78.9	97.4	12,254.0	97.1	13	16.1	16.7	66	11,604	81.5	92.0
KN-3	2009	378.8	59,416.7	361.8	95.5	57,243.7	96.3	168	44.4	35.9	314	55,223	82.9	92.9
	2010	373.5	53,814.5	357.2	95.6	51,703.9	96.1	102	27.3	19.7	298	46,820	79.8	87.0
	2011	357.5	52,300.6	343.3	96.0	50,458.7	96.5	105	29.4	18.6	284	47,106	79.4	90.1

Teachers: 25

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	18	72.0
Hispanic	1	4.0
White	4	16.0
Multiple categories	2	8.0
Other	0	0.0

Gender	Number	Percentage
Female	22	88.0
Male	3	12.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	6.9	NA
2009-10	5.9	NA
2010-11	8.7	89.3

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	0	0.0
2	0	0.0
3	2	8.0
4	0	0.0
5	0	0.0
1-3	2	8.0
More than 3	23	92.0
1 - 5	2	8.0
6 - 10	8	32.0
11 - 20	9	36.0
More than 20	6	24.0

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		95.2		94.6		*	92.3		93.1	97.1	95.2	87.3	63
	2010		82.5	*	81.3	*	*	69.4		75.6	88.1	81.9	85.4	83
	2011		86.1	*	86.4	*	*	86.3		86.1	86.7	86.4	82.0	81

	NUMBER TESTED IN GRADE 3											
2009	0	63	0	56	0	1	26	0	29	34	63	7,558
2010	0	80	3	80	2	2	36	0	41	42	83	7,094
2011	0	79	2	81	1	1	51	0	36	45	81	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		3		3		*	2		2	1	3	960	63
	2010		14	*	15	*	*	11		10	5	15	1,039	83
	2011		11	*	11	*	*	7		5	6	11	1,214	81

NUMBER TESTED IN GRADE 3													
2009	0	63	0	56	0	1	26	0	29	34	63	7,558	
2010	0	80	3	80	2	2	36	0	41	42	83	7,094	
2011	0	79	2	81	1	1	51	0	36	45	81	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	84.6	84.1	81.5	86.1
	2010	79.6	76.4	78.3	78.0
	2011	84.9	81.1	82.1	77.6

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	2009		42.9		44.6		*	23.1		37.9	47.1	42.9	34.1	63
	2010		33.8	*	35.0	*	*	13.9		24.4	45.2	34.9	37.1	83
	2011		40.5	*	39.5	*	*	31.4		41.7	37.8	39.5	33.6	81

	NUMBER TESTED IN GRADE 3											
2009	0	63	0	56	0	1	26	0	29	34	63	7,558
2010	0	80	3	80	2	2	36	0	41	42	83	7,094
2011	0	79	2	81	1	1	51	0	36	45	81	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		86.9		85.2		*	83.3		82.1	90.9	86.9	77.3	61
	2010		76.5	*	75.3	*	*	67.6		73.8	78.6	76.2	78.2	84
	2011		91.1	*	90.1	*	*	88.2		91.7	88.9	90.1	80.7	81

	NUMBER TESTED IN GRADE 3											
2009	0	61	0	54	0	1	24	0	28	33	61	12,228
2010	0	81	3	81	3	2	37	0	42	42	84	12,585
2011	0	79	2	81	1	1	51	0	36	45	81	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		8		8		*	4		5	3	8	2,781	61
	2010		19	*	20	*	*	12		11	9	20	2,739	84
	2011		7	*	8	*	*	6		3	5	8	2,370	81

NUMBER TESTED IN GRADE 3													
2009	0	61	0	54	0	1	24	0	28	33	61	12,228	
2010	0	81	3	81	3	2	37	0	42	42	84	12,585	
2011	0	79	2	81	1	1	51	0	36	45	81	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	81.1	84.2	82.8	81.1	83.6	72.3
	2010	77.6	76.4	78.2	68.8	79.5	69.0
	2011	82.8	85.0	89.9	89.3	92.0	72.8

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	2009		27.9		27.8		*	20.8		21.4	33.3	27.9	29.0	61
	2010		13.6	*	13.6	*	*	0.0		11.9	14.3	13.1	21.3	84
	2011		41.8	*	40.7	*	*	29.4		44.4	37.8	40.7	24.4	81

	NUMBER TESTED IN GRADE 3											
2009	0	61	0	54	0	1	24	0	28	33	61	12,228
2010	0	81	3	81	3	2	37	0	42	42	84	12,585
2011	0	79	2	81	1	1	51	0	36	45	81	12,284

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				54.4	0
	2010	28.6	65.2	60.2	61.2	103
	2011	54.8	70.5	62.8	63.3	86
1	2009	83.3	88.2	86.7	54.2	98
	2010	67.7	85.9	80.0	55.2	95
	2011	70.2	88.4	81.0	58.1	116
2	2009	38.3	72.7	54.9	47.9	91
	2010	20.0	65.9	40.7	48.6	91
	2011	41.7	75.0	54.2	50.7	96
1-2	2009	55.8	82.1	71.4	51.0	189
	2010	38.3	78.1	60.8	51.9	186
	2011	54.2	83.8	68.9	54.4	212

Number Tested	2009	77	112	189	15,925	
	2010	95	194	289	20,252	
	2011	149	149	298	20,553	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2009	43.8	55.4	53.3	52.8	90
	2010	28.6	38.9	37.5	51.2	104
	2011	53.5	56.8	55.2	56.8	87
1	2009	73.3	85.3	81.6	50.4	98
	2010	43.8	69.2	60.8	48.8	97
	2011	62.2	84.1	75.4	53.1	114
2	2009	83.3	100.0	91.3	53.2	92
	2010	71.4	87.8	78.9	54.6	90
	2011	85.0	94.4	88.5	56.8	96
K-2	2009	73.4	76.9	75.7	52.3	280
	2010	55.8	59.2	58.1	51.5	291
	2011	68.9	78.5	73.7	55.6	297

Number Tested	2009	94	186	280	30,563	
	2010	95	196	291	40,163	
	2011	148	149	297	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												54.4	0
	2010	*	61.9	*	59.8		*	28.6		61.1	59.2	60.2	61.2	103
	2011		63.1	*	66.3	*	*	54.8		61.5	66.7	62.8	63.3	86
1	2009		86.3	*	86.2	*		83.3		87.7	85.4	86.7	54.2	98
	2010		79.3	*	78.7	*	*	67.7		74.5	87.5	80.0	55.2	95
	2011	*	80.6	100.0	80.4	*	*	70.2		76.6	86.5	81.0	58.1	116
2	2009		54.4	*	54.5	*		38.3		46.2	66.7	54.9	47.9	91
	2010		39.5	*	39.3	*	*	20.0		40.8	40.5	40.7	48.6	91
	2011		54.4	50.0	53.3	33.3	*	41.7		50.0	58.3	54.2	50.7	96
1-2	2009		70.8	*	70.9	*		55.8		67.9	76.3	71.4	51.0	189
	2010		60.1	75.0	59.0	14.3	*	38.3		58.7	63.4	60.8	51.9	186
	2011	*	68.7	76.9	68.3	33.3	75.0	54.2		65.2	73.0	68.9	54.4	212

Number Tested	2009	0	185	4	182	5	0	77	0	109	80	189	15,925
	2010	1	275	13	280	7	5	95	0	158	131	289	20,252
	2011	1	282	14	282	12	9	149	0	164	133	298	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												304	0
	2010	*	23	*	23		*	1		11	12	23	1,717	103
	2011		24	*	24	*	*	12		12	12	24	2,106	86
1	2009		57	*	55	*		17		37	22	59	1,659	98
	2010		36	*	35	*	*	7		20	18	38	1,729	95
	2011	*	56	5	59	*	*	15		28	33	61	1,963	116
2	2009		10	*	10	*		2		5	6	11	1,027	91
	2010		2	*	2	*	*	0		0	2	2	954	91
	2011		14	3	14	1	*	6		9	8	17	1,020	96
1-2	2009		67	*	65	*		19		42	28	70	2,688	189
	2010		38	2	37	0	*	7		20	20	40	2,683	186
	2011	*	70	8	73	1	4	21		37	41	78	2,983	212
Number Tested	2009	0	185	4	182	5	0	77	0	109	80	189	15,925	
	2010	1	275	13	280	7	5	95	0	158	131	289	20,252	
	2011	1	282	14	282	12	9	149	0	164	133	298	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		52.8	*	51.2			43.8		36.2	72.1	53.3	52.8	90
	2010	*	36.7	*	37.9		*	28.6		42.6	32.0	37.5	51.2	104
	2011		55.3	*	58.0	*	*	53.5		51.9	61.8	55.2	56.8	87
1	2009		81.1	*	80.9	*		73.3		86.0	75.6	81.6	50.4	98
	2010		60.6	*	59.3	*	*	43.8		51.8	73.2	60.8	48.8	97
	2011	*	75.5	71.4	76.4	*	*	62.2		67.7	85.7	75.4	53.1	114
2	2009		91.2	*	91.0	*		83.3		92.5	89.7	91.3	53.2	92
	2010		80.0	*	78.4	*	*	71.4		83.3	73.8	78.9	54.6	90
	2011		90.0	66.7	88.9	66.7	*	85.0		85.4	91.7	88.5	56.8	96
K-2	2009		75.3	*	74.9	83.3		73.4		73.2	78.9	75.7	52.3	280
	2010	*	58.1	61.5	57.4	28.6	*	55.8		58.2	57.9	58.1	51.5	291
	2011	*	74.0	71.4	75.1	41.7	66.7	68.9		67.9	81.7	73.7	55.6	297

Number Tested	2009	0	275	5	267	6	0	94	0	157	123	280	30,563
	2010	1	277	13	282	7	5	95	0	158	133	291	40,163
	2011	1	281	14	281	12	9	148	0	165	131	297	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		21	*	18			3		6	15	21	2,455	90
	2010	*	13	*	13		*	1		8	5	13	2,358	104
	2011		15	*	16	*	*	10		8	8	16	2,815	87
1	2009		45	*	43	*		10		30	17	47	1,577	98
	2010		18	*	19	*	*	1		7	13	20	2,266	97
	2011	*	50	3	52	*	*	12		24	29	53	2,716	114
2	2009		51	*	50	*		20		31	21	52	1,686	92
	2010		24	*	24	*	*	9		16	9	25	2,484	90
	2011		57	4	58	2	*	31		28	33	61	2,746	96
K-2	2009		117	*	111	3		33		67	53	120	5,718	280
	2010	*	55	3	56	1	*	11		31	27	58	7,108	291
	2011	*	122	8	126	2	6	53		60	70	130	8,277	297
Number Tested	2009	0	275	5	267	6	0	94	0	157	123	280	30,563	
	2010	1	277	13	282	7	5	95	0	158	133	291	40,163	
	2011	1	281	14	281	12	9	148	0	165	131	297	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		81.3	*	81.1	*		80.0		84.2	78.6	81.8	66.0	99
	2010		77.7	*	76.9	*	*	75.8		69.6	90.2	78.4	63.5	97
	2011	*	78.3	100.0	79.1	*	*	73.3		73.8	87.8	79.8	66.7	114
2	2009		98.9	*	98.9	*		97.9		98.1	100.0	98.9	60.9	92
	2010		95.3	*	95.5	*	*	94.0		93.9	97.6	95.6	61.4	91
	2011		97.8	83.3	96.7	50.0	*	96.7		100.0	93.8	96.9	62.0	96
1-2	2009		89.8	*	89.7	83.3		91.0		90.9	88.9	90.1	63.5	191
	2010		86.1	100.0	86.1	50.0	*	86.7		81.0	94.0	86.7	62.5	188
	2011	*	87.2	92.3	87.0	44.4	100.0	86.7		85.0	90.7	87.6	64.4	210

Number Tested	2009	0	187	4	184	6	0	78	0	110	81	191	27,480
	2010	0	180	8	180	8	2	83	0	105	83	188	26,937
	2011	1	196	13	200	9	8	105	0	113	97	210	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		47	*	45	*		12		33	16	49	4,597	99
	2010		45	*	44	*	*	12		24	23	47	4,129	97
	2011	*	49	6	52	*	*	17		27	28	55	4,427	114
2	2009		84	*	82	*		45		48	37	85	3,822	92
	2010		71	*	74	*	*	40		37	39	76	3,776	91
	2011		83	5	82	3	*	53		44	44	88	3,810	96
1-2	2009		131	*	127	5		57		81	53	134	8,419	191
	2010		116	7	118	1	*	52		61	62	123	7,905	188
	2011	*	132	11	134	3	8	70		71	72	143	8,237	210


Number Tested	2009	0	187	4	184	6	0	78	0	110	81	191	27,480
	2010	0	180	8	180	8	2	83	0	105	83	188	26,937
	2011	1	196	13	200	9	8	105	0	113	97	210	26,660

PERFORMANCE IN 2011

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2011 Level	N	%	N	%	N	%	N	%	N	%
ALL (8)	Beginning	0	0.0	0	0.0	1	12.5	0	0.0	0	0.0
	Intermediate	3	37.5	3	37.5	2	25.0	3	37.5	3	37.5
	Advanced	4	50.0	5	62.5	5	62.5	2	25.0	2	25.0
	Advanced High	1	12.5	0	0.0	0	0.0	3	37.5	3	37.5

PROGRESSION FROM
2010 TO 2011

Number Rated Both Years		2010 Level			
N (%) Progressed	2011 Level	Beg	Int	Adv	Adv High
7 6 (85.7%)	Beginning	0			
	Intermediate	1	1		
	Advanced	0	2	0	
	Advanced High	1	2	0	

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