

Published  
July 25, 2012



Dallas Independent School District

# Data Packet

for 2012-13 Planning

Evaluation and Accountability  
Data Analysis, Reporting, and Research Services

<http://mydata.dallasisd.org>  
[OIR@dallasisd.org](mailto:OIR@dallasisd.org)

School Number 111

**JAMES B. BONHAM**

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

**STAAR**

- 10. 3-8 Reading ..... STAAR 3-8 Reading
- 16. Spanish Reading ..... Spanish STAAR 3-8 Reading

**ITBS & LOGRAMOS**

- 19. Compliance ..... SCE Compliance for At-Risk Students
- 22. ITBS Math ..... ITBS Mathematics

**ENGLISH PROFICIENCY**

- 28. TELPAS ..... Texas English Language Proficiency Assessment System

3. Notes ..... Notes and Data Descriptions

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

13. 3-8 Math ..... STAAR 3-8 Mathematics

- 20. ITBS Read ..... ITBS Reading
- 26. LOG Read ..... Logramos Reading

## **2011-12 SCHOOL SUMMARY**

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- “Economically disadvantaged” students are those who qualify for free or reduced-price lunch through the federal government’s program.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

## **ENROLLMENT**

- Statistics are based on the school’s enrollment at the end of the fifth six-weeks grading period.
- For 2010-11 forward, race/ethnic categories are based on the newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes; students reporting their ethnicity as “Hispanic” are not counted in any race category. For prior years, race/ethnicity is based on the previous categories.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2011-12. They are counted as new if not enrolled in a district campus before the last day of the 2010-11 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2010-11 and 2011-12.

## **ATTENDANCE**

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- “Average daily membership” is the total number of school days students were ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled for a minimum number of instructional days between the beginning of the school year and the first day of the main TAKS testing period. This number varies from 125 to 130 depending on the calendar in a particular school year.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

## **TEACHERS**

- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- Teacher absences counted towards the average DO NOT include vacation days (coded as VAC in personnel database).
- Retention rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the year prior” and denominator “# of teachers assigned to the school for the prior year.” That is, the retention rate is the percentage of the prior year’s teachers who continued at the school.

### **STAAR, STAAR L, and STAAR M**

- Cells marked with an asterisk (\*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- STAAR statistics are based on results from the standard STAAR only. STAAR L and STAAR M statistics are computed separately, following the TEA's reporting practice.
- Exclusive for 2012: Until standards are released in Spring 2013, the "Percentage Satisfactory" report is replaced by "Percentage Meeting Equivalent TAKS Standard" for reading and mathematics. (Equivalent standards not produced by TEA for other STAAR subjects.) The "Number not Satisfactory" report is replaced by "Average Number of Items Correct."
- Statistics by reporting category are averages for all students (across student groups and genders).
- An "average percentage correct" is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then average the resulting percentages across all students. For short answers on EOC reading tests, an "average rating" is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, "average score points" is presented. STAAR compositions are rated twice on a scale of 0 to 4. The two ratings are summed for a range of possible score points from 0 to 8.
- STAAR M reports not currently available. At time of publication, insufficient information was available from the TEA to produce meaningful statistics for reporting.

### **SCE COMPLIANCE and ITBS / ITED / LOGRAMOS**

- Cells marked with an asterisk (\*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are based on demographic data in the Dallas ISD student database.
- 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 are based on 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 2011 to 2012, the TEA did not report the 2011 composite rating.
- If a student is rated as advanced high in 2012, the TEA does not differentiate between the advanced and advanced high levels from 2011.

**STUDENT ENROLLMENT**

Grade	Enrollment
PK	40
KN	59
1	50
2	41
3	34
ALL	224

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	3	1.3	2	11.1
American Indian/Alaska Native	1	0.4	*	*
Asian/Hawaiian/Pacific Islander	6	2.7	*	*
Hispanic	195	87.1	11	61.1
White	16	7.1	5	27.8
Multiple	3	1.3	0	0.0
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	127	56.7
Economically disadvantaged	195	87.1
Limited English proficient (LEP)	105	46.9
Special education	6	2.7
Talented and Gifted (TAG)	36	16.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2010	44	2	4.5	0	0.0	2	4.5	38	86.4	2	4.5	—	—
	2011	44	1	2.3	0	0.0	3	6.8	39	88.6	1	2.3	0	0.0
	2012	40	1	2.5	0	0.0	2	5.0	35	87.5	2	5.0	0	0.0
KN	2010	46	1	2.2	0	0.0	1	2.2	43	93.5	1	2.2	—	—
	2011	62	1	1.6	0	0.0	4	6.5	54	87.1	3	4.8	0	0.0
	2012	59	0	0.0	0	0.0	2	3.4	52	88.1	4	6.8	1	1.7
1	2010	57	1	1.8	0	0.0	0	0.0	52	91.2	4	7.0	—	—
	2011	52	3	5.8	0	0.0	1	1.9	46	88.5	2	3.8	0	0.0
	2012	50	1	2.0	1	2.0	2	4.0	41	82.0	5	10.0	0	0.0
2	2010	60	1	1.7	1	1.7	0	0.0	56	93.3	2	3.3	—	—
	2011	48	0	0.0	0	0.0	0	0.0	44	91.7	2	4.2	2	4.2
	2012	41	1	2.4	0	0.0	0	0.0	37	90.2	3	7.3	0	0.0
3	2010	47	0	0.0	0	0.0	0	0.0	45	95.7	2	4.3	—	—
	2011	53	1	1.9	0	0.0	0	0.0	51	96.2	1	1.9	0	0.0
	2012	34	0	0.0	0	0.0	0	0.0	30	88.2	2	5.9	2	5.9
PK-3	2010	254	5	2.0	1	0.4	3	1.2	234	92.1	11	4.3	—	—
	2011	259	6	2.3	0	0.0	8	3.1	234	90.3	9	3.5	2	0.8
	2012	224	3	1.3	1	0.4	6	2.7	195	87.1	16	7.1	3	1.3

Enrollment (2)

Enrollment Statistics by Select Student Group

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
PK	2010	44	40	90.9	23	52.3	1	2.3	25	56.8	0	0.0	43	97.7	52.3	47.7	2.3
	2011	44	33	75.0	23	52.3	2	4.5	22	50.0	0	0.0	44	100.0	45.5	54.5	0.0
	2012	40	38	95.0	21	52.5	1	2.5	21	52.5	0	0.0	39	97.5	52.5	47.5	2.5
KN	2010	46	42	91.3	18	39.1	0	0.0	31	67.4	4	8.7	11	23.9	47.8	52.2	2.2
	2011	62	55	88.7	35	56.5	2	3.2	43	69.4	5	8.1	12	19.4	53.2	46.8	3.2
	2012	59	49	83.1	26	44.1	2	3.4	27	45.8	7	11.9	21	35.6	44.1	55.9	1.7
1	2010	57	48	84.2	32	56.1	1	1.8	40	70.2	9	15.8	4	7.0	43.9	56.1	5.3
	2011	52	48	92.3	23	44.2	1	1.9	39	75.0	9	17.3	3	5.8	53.8	46.2	17.3
	2012	50	44	88.0	25	50.0	2	4.0	26	52.0	8	16.0	2	4.0	52.0	48.0	2.0
2	2010	60	55	91.7	30	50.0	7	11.7	46	76.7	7	11.7	1	1.7	41.7	58.3	11.7
	2011	48	39	81.3	26	54.2	3	6.3	31	64.6	12	25.0	3	6.3	45.8	54.2	6.3
	2012	41	33	80.5	15	36.6	1	2.4	28	68.3	9	22.0	2	4.9	53.7	46.3	7.3
3	2010	47	44	93.6	29	61.7	4	8.5	36	76.6	14	29.8	3	6.4	46.8	53.2	0.0
	2011	53	45	84.9	25	47.2	9	17.0	40	75.5	9	17.0	1	1.9	43.4	56.6	3.8
	2012	34	31	91.2	18	52.9	0	0.0	25	73.5	12	35.3	1	2.9	50.0	50.0	0.0
PK-3	2010	254	229	90.2	132	52.0	13	5.1	178	70.1	34	13.4	62	24.4	46.1	53.9	4.7
	2011	259	220	84.9	132	51.0	17	6.6	175	67.6	35	13.5	63	24.3	48.6	51.4	6.2
	2012	224	195	87.1	105	46.9	6	2.7	127	56.7	36	16.1	65	29.0	50.0	50.0	2.7

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
KN	2010	46	13,234	44	96.5	12,616	95.3	8	17.5	21.5	41	11,233	89.9	84.9
	2011	60	13,211	59	97.2	12,645	95.7	2	3.3	21.4	60	11,602	99.3	87.8
	2012	58	13,633	57	97.6	13,086	96.0	0	0.0	20.1	53	11,731	90.8	86.0
1	2010	56	13,848	54	97.5	13,286	95.9	8	14.4	20.0	52	11,978	93.4	86.5
	2011	51	13,458	49	96.4	12,967	96.4	2	3.9	19.0	50	12,047	97.7	89.5
	2012	52	14,026	51	97.6	13,533	96.5	1	1.9	18.6	49	12,292	94.2	87.6
2	2010	60	13,441	58	97.4	12,947	96.3	7	11.7	18.9	59	11,794	98.7	87.7
	2011	47	13,013	46	98.2	12,593	96.8	4	8.5	17.1	47	11,853	99.9	91.1
	2012	41	13,338	40	97.1	12,932	97.0	0	0.0	17.0	39	11,883	95.1	89.1
3	2010	47	13,291	46	98.2	12,854	96.7	6	12.8	17.6	44	11,815	94.0	88.9
	2011	52	12,619	50	97.9	12,254	97.1	0	0.0	16.6	51	11,604	99.0	92.0
	2012	34	12,874	34	99.0	12,508	97.2	0	0.0	15.6	32	11,592	94.5	90.0
KN-3	2010	208	53,815	202	97.4	51,704	96.1	29	14.0	19.5	196	46,820	94.3	87.0
	2011	210	52,301	205	97.4	50,459	96.5	8	3.8	18.5	208	47,106	99.0	90.1
	2012	185	53,871	181	97.7	52,060	96.6	1	0.5	17.9	173	47,498	93.4	88.2



Teachers: 18

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	2	11.1
Hispanic	11	61.1
White	5	27.8
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	14	77.8
Male	4	22.2

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2009-10	3.5	—
2010-11	2.2	72.7
2011-12	3.4	81.0

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	0	0.0
1	2	11.1
2	1	5.6
3	0	0.0
4	1	5.6
5	2	11.1
1-3	3	16.7
More than 3	15	83.3
1 - 5	6	33.3
6 - 10	5	27.8
11 - 20	7	38.9
More than 20	0	0.0

**PERCENTAGE MEETING TAKS PASSING STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2010													
	2011													
	2012	*		92.9	93.8		*	87.5		87.5	100.0	94.4	84.0	18

NUMBER TESTED IN GRADE 3														
2010														0
2011														0
2012	2	0	14	16	0	2	8	0	8	10	18	18	6,772	

**AVERAGE NUMBER (#) OF ITEMS CORRECT**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2010													
	2011													
	2012	*		30	31		*	26		29	34	31	23	18

NUMBER TESTED IN GRADE 3														
2010														0
2011														0
2012	2	0	14	16	0	2	8	0	8	10	18			6,772

**AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY**

Grade	Year	REPORTING CATEGORY		
		1. Understanding Across Genres (GR 3-5) 1. Understanding/Analysis Across Genres (GR 6-8)	2. Understanding/Analysis of Literary Texts	3. Understanding/Analysis of Informational Texts
3	2010			
	2011			
	2012	84.3	73.5	81.6

**PERCENTAGE MEETING TAKS PASSING STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2010													
	2011													
	2012	*		100.0	100.0		100.0	100.0		100.0	100.0	100.0	77.0	34

NUMBER TESTED IN GRADE 3														
2010														0
2011														0
2012	2	0	30	31	0	18	24	0	17	17	34			11,860

**AVERAGE NUMBER (#) OF ITEMS CORRECT**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2010													
	2011													
	2012	*		35	35		34	33		34	36	35	27	34

NUMBER TESTED IN GRADE 3														
2010														0
2011														0
2012	2	0	30	31	0	18	24	0	17	17	34			11,860

**AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY**

Grade	Year	REPORTING CATEGORY				
		1. Numbers, Operations, and Quantitative Reasoning	2. Patterns, Relationships, and Algebraic Reasoning	3. Geometry and Spatial Reasoning	4. Measurement	5. Probability and Statistics
3	2010					
	2011					
	2012	73.5	78.3	84.6	76.8	69.6

**PERCENTAGE MEETING TAKS PASSING STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2010													
	2011													
	2012			87.5	86.7		87.5	87.5		88.9	85.7	87.5	88.7	16

NUMBER TESTED IN GRADE 3														
2010														0
2011														0
2012	0	0	16	15	0	16	16	0	9	7	16	5,672		



**AVERAGE NUMBER (#) OF ITEMS CORRECT**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2010													
	2011													
	2012			24	24		24	24		24	24	24	23	16

NUMBER TESTED IN GRADE 3														
2010														0
2011														0
2012	0	0	16	15	0	16	16	0	9	7	16			5,672

**AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY**

Grade	Year	REPORTING CATEGORY		
		1. Understanding Across Genres (GR 3-5) 1. Understanding/Analysis Across Genres (GR 6-8)	2. Understanding/Analysis of Literary Texts	3. Understanding/Analysis of Informational Texts
3	2010			
	2011			
	2012	69.8	64.6	48.8

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**	2010	61.5	85.7	74.1	61.2	27
	2011	75.0	73.7	74.2	63.3	31
	2012	50.0	84.4	78.9	62.2	38
1	2010	66.7	93.8	82.1	55.2	28
	2011	47.1	100.0	70.0	58.1	30
	2012	*	79.2	77.8	55.4	27
2	2010	29.4	78.6	51.6	48.6	31
	2011	40.0	82.4	66.7	50.6	27
	2012	20.0	84.6	50.0	49.8	28
1-2	2010	44.8	86.7	66.1	51.9	59
	2011	44.4	90.0	68.4	54.4	57
	2012	27.8	81.1	63.6	52.7	55

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS )				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2010	64.5	73.3	67.4	51.2	46
	2011	60.5	84.2	67.7	56.8	62
	2012	88.9	90.6	89.8	55.1	59
1	2010	74.4	88.2	78.6	48.8	56
	2011	55.3	92.3	64.7	53.1	51
	2012	88.5	75.0	82.0	50.7	50
2	2010	58.3	85.7	64.5	54.6	62
	2011	64.5	100.0	77.1	56.8	48
	2012	67.9	92.3	75.6	57.9	41
K-2	2010	65.3	82.6	70.1	51.5	164
	2011	59.8	91.8	69.6	55.6	161
	2012	81.5	85.5	83.3	54.5	150

Number Tested	2010	42	44	86	20,252	
	2011	39	49	88	20,530	
	2012	24	69	93	21,034	

Number Tested	2010	118	46	164	40,163	
	2011	112	49	161	40,067	
	2012	81	69	150	40,477	

## 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**	2010	*	*	75.0	78.3		*	61.5		72.7	75.0	74.1	61.2	27
	2011	*	*	73.9	68.0		*	75.0		76.5	71.4	74.2	63.3	31
	2012	*		74.2	75.0	*	*	50.0		70.6	85.7	78.9	62.2	38
1	2010	*	*	80.0	76.2		*	66.7		63.6	94.1	82.1	55.2	28
	2011	*	*	62.5	65.4		*	47.1		57.1	81.3	70.0	58.1	30
	2012	*	*	66.7	70.0		*	*		92.3	64.3	77.8	55.4	27
2	2010	*	*	57.7	44.4	0.0	*	29.4		42.9	58.8	51.6	48.6	31
	2011	*		60.9	63.2	*	*	40.0		66.7	66.7	66.7	50.6	27
	2012	*	*	45.8	35.0		*	20.0		40.0	61.5	50.0	49.8	28
1-2	2010	*	*	68.6	58.3	0.0	66.7	44.8		52.0	76.5	66.1	51.9	59
	2011	*	*	61.7	64.4	*	71.4	44.4		61.5	74.2	68.4	54.4	57
	2012	100.0	*	54.8	52.5		*	27.8		64.3	63.0	63.6	52.7	55

Number Tested	2010	5	3	75	71	6	7	42	0	36	50	86	20,252
	2011	7	4	70	70	1	11	39	0	43	45	88	20,530
	2012	12	2	73	68	2	9	24	0	45	48	93	21,034

## 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**	2010	*	*	14	14		*	5		6	9	15	1,717	27
	2011	*	*	4	5		*	2		6	2	8	2,106	31
	2012	*		10	9	*	*	2		9	6	15	2,027	38
1	2010	*	*	12	9		*	2		3	12	15	1,729	28
	2011	*	*	9	9		*	3		4	8	12	1,963	30
	2012	*	*	6	9		*	*		7	7	14	1,963	27
2	2010	*	*	3	3	0	*	0		1	3	4	954	31
	2011	*		4	3	*	*	0		2	5	7	1,018	27
	2012	*	*	3	1		*	0		2	1	3	1,017	28
1-2	2010	*	*	15	12	0	2	2		4	15	19	2,683	59
	2011	*	*	13	12	*	0	3		6	13	19	2,981	57
	2012	5	*	9	10		*	2		9	8	17	2,981	55
Number Tested	2010	5	3	75	71	6	7	42	0	36	50	86	20,252	
	2011	7	4	70	70	1	11	39	0	43	45	88	20,530	
	2012	12	2	73	68	2	9	24	0	45	48	93	21,034	

## 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**	2010	*	*	69.8	69.0		66.7	64.5		72.7	62.5	67.4	51.2	46
	2011	*	*	64.8	65.5	*	51.4	60.5		54.5	82.8	67.7	56.8	62
	2012	*		88.5	91.1	*	92.3	88.9		84.6	93.9	89.8	55.1	59
1	2010	*	*	76.5	76.6	*	77.4	74.4		72.0	83.9	78.6	48.8	56
	2011	*	*	62.2	61.7	*	34.8	55.3		63.0	66.7	64.7	53.1	51
	2012	*	*	80.5	81.4	*	88.0	88.5		80.8	83.3	82.0	50.7	50
2	2010	*	*	68.4	64.3	42.9	63.3	58.3		61.5	66.7	64.5	54.6	62
	2011	*		77.3	71.8	*	69.2	64.5		81.8	73.1	77.1	56.8	48
	2012	*	*	75.7	75.8		73.3	67.9		72.7	78.9	75.6	57.9	41
K-2	2010	71.4	*	71.5	69.7	37.5	69.6	65.3		68.5	71.4	70.1	51.5	164
	2011	85.7	*	67.8	66.0	16.7	52.4	59.8		64.6	74.7	69.6	55.6	161
	2012	91.7	*	82.3	83.5	*	86.4	81.5		79.7	86.8	83.3	54.5	150

Number Tested	2010	7	3	151	145	8	79	118	0	73	91	164	40,163
	2011	7	4	143	141	6	84	112	0	82	79	161	40,067
	2012	12	2	130	121	3	66	81	0	74	76	150	40,477

## 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**	2010	*	*	13	13		6	8		6	7	13	2,358	46
	2011	*	*	11	9	*	5	6		5	6	11	2,815	62
	2012	*		24	22	*	10	10		12	15	27	2,472	59
1	2010	*	*	25	24	*	16	19		14	16	30	2,266	56
	2011	*	*	11	11	*	3	7		8	5	13	2,716	51
	2012	*	*	14	15	*	11	11		9	10	19	2,473	50
2	2010	*	*	14	13	1	7	11		10	5	15	2,484	62
	2011	*		12	11	*	3	3		7	8	15	2,746	48
	2012	*	*	8	7		4	4		7	2	9	2,843	41
K-2	2010	5	*	52	50	1	29	38		30	28	58	7,108	164
	2011	2	*	34	31	0	11	16		20	19	39	8,277	161
	2012	6	*	46	44	*	25	25		28	27	55	7,788	150
Number Tested	2010	7	3	151	145	8	79	118	0	73	91	164	40,163	
	2011	7	4	143	141	6	84	112	0	82	79	161	40,067	
	2012	12	2	130	121	3	66	81	0	74	76	150	40,477	

## 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	2010	*	*	78.4	80.9	*	83.9	79.5		76.0	83.9	80.4	63.5	56
	2011	*	*	71.1	70.2	*	60.9	65.8		70.4	70.8	70.6	66.7	51
	2012	*	*	75.6	76.7	*	88.0	84.6		73.1	83.3	78.0	62.5	50
2	2010	*	*	77.2	73.2	42.9	73.3	72.9		69.2	80.6	75.8	61.4	62
	2011	*		81.8	79.5	*	73.1	74.2		77.3	88.5	83.3	62.0	48
	2012	*	*	70.3	69.7		80.0	64.3		59.1	84.2	70.7	63.6	41
1-2	2010	83.3	*	77.8	76.7	50.0	78.7	75.9		72.5	82.1	78.0	62.5	118
	2011	*	*	76.4	74.4	*	67.3	69.6		73.5	80.0	76.8	64.4	99
	2012	87.5	*	73.1	73.7	*	85.0	74.1		66.7	83.7	74.7	63.0	91

Number Tested	2010	6	2	108	103	8	61	87	0	51	67	118	26,937
	2011	4	3	89	86	4	49	69	0	49	50	99	26,660
	2012	8	2	78	76	1	40	54	0	48	43	91	26,880



## 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	2010	*	*	31	29	*	19	24		16	20	36	4,129	56
	2011	*	*	17	17	*	6	11		10	9	19	4,427	51
	2012	*	*	18	17	*	16	16		12	8	20	4,060	50
2	2010	*	*	30	27	3	16	23		13	18	31	3,776	62
	2011	*		15	14	*	7	8		8	8	16	3,810	48
	2012	*	*	11	10		6	8		7	5	12	3,820	41
1-2	2010	5	*	61	56	3	35	47		29	38	67	7,905	118
	2011	*	*	32	31	*	13	19		18	17	35	8,237	99
	2012	2	*	29	27	*	22	24		19	13	32	7,880	91

Number Tested	2010	6	2	108	103	8	61	87	0	51	67	118	26,937
	2011	4	3	89	86	4	49	69	0	49	50	99	26,660
	2012	8	2	78	76	1	40	54	0	48	43	91	26,880

## 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	2010			94.4	94.4		94.1	94.4		90.0	100.0	94.4	89.3	18
	2011	*		87.9	87.5	*	90.3	87.9		83.3	94.1	88.6	90.9	35
	2012	*		100.0	100.0		100.0	100.0		100.0	100.0	100.0	89.9	24
1	2010	*		96.2	96.2	*	96.2	96.3		100.0	92.9	96.4	89.1	28
	2011			81.0	81.0	*	81.0	81.0		76.9	87.5	81.0	89.4	21
	2012	*		100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	89.2	26
2	2010			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	93.8	31
	2011			90.9	90.0	*	90.9	90.9		100.0	83.3	90.9	94.9	22
	2012			100.0	100.0		100.0	100.0		100.0	100.0	100.0	93.3	13
K-2	2010	*		97.3	97.3	*	97.2	97.4		97.2	97.6	97.4	90.7	77
	2011	*		86.8	86.3	*	87.8	86.8		85.4	89.2	87.2	91.7	78
	2012	*		100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	90.8	63

Number Tested	2010	2	0	75	73	2	72	76	0	36	41	77	19,041
	2011	2	0	76	73	5	74	76	0	41	37	78	19,081
	2012	3	0	60	56	1	57	57	0	33	30	63	18,911

## 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	2010			12	12		11	12		5	7	12	3,523	18
	2011	*		21	19	*	20	20		7	15	22	3,964	35
	2012	*		19	18		17	17		9	11	20	3,679	24
1	2010	*		13	13	*	12	13		9	5	14	2,529	28
	2011			7	7	*	7	7		4	3	7	2,459	21
	2012	*		17	16	*	16	16		7	11	18	2,437	26
2	2010			20	19	*	19	20		7	13	20	3,040	31
	2011			15	14	*	15	15		8	7	15	3,227	22
	2012			8	8		8	8		5	3	8	2,934	13
K-2	2010	*		45	44	*	42	45		21	25	46	9,092	77
	2011	*		43	40	*	42	42		19	25	44	9,650	78
	2012	*		44	42	*	41	41		21	25	46	9,050	63

Number Tested	2010	2	0	75	73	2	72	76	0	36	41	77	19,041
	2011	2	0	76	73	5	74	76	0	41	37	78	19,081
	2012	3	0	60	56	1	57	57	0	33	30	63	18,911

**PERFORMANCE IN 2012**

Grade (2010-11)	Domain:	Listening		Speaking		Writing		Reading		Composite	
		2012 Level	N	%	N	%	N	%	N	%	N
KN (27)	Beginning	16	59.3	18	66.7	20	74.1	20	74.1	20	74.1
	Intermediate	9	33.3	8	29.6	2	7.4	4	14.8	4	14.8
	Advanced	2	7.4	1	3.7	5	18.5	2	7.4	2	7.4
	Advanced High	0	0.0	0	0.0	0	0.0	1	3.7	1	3.7
1 (27)	Beginning	5	18.5	11	40.7	24	88.9	19	70.4	19	70.4
	Intermediate	19	70.4	13	48.1	1	3.7	5	18.5	5	18.5
	Advanced	1	3.7	1	3.7	0	0.0	1	3.7	1	3.7
	Advanced High	2	7.4	2	7.4	2	7.4	2	7.4	2	7.4
2 (15)	Beginning	3	20.0	11	73.3	3	20.0	1	6.7	1	6.7
	Intermediate	8	53.3	2	13.3	9	60.0	2	13.3	2	13.3
	Advanced	3	20.0	1	6.7	2	13.3	3	20.0	8	53.3
	Advanced High	1	6.7	1	6.7	1	6.7	9	60.0	4	26.7
3 (17)	Beginning	0	0.0	0	0.0	0	0.0	1	5.9	1	5.9
	Intermediate	0	0.0	2	11.8	3	17.6	0	0.0	0	0.0
	Advanced	10	58.8	8	47.1	9	52.9	8	47.1	8	47.1
	Advanced High	7	41.2	7	41.2	5	29.4	8	47.1	8	47.1
ALL (86)	Beginning	24	27.9	40	46.5	47	54.7	41	47.7	41	47.7
	Intermediate	36	41.9	25	29.1	15	17.4	11	12.8	11	12.8
	Advanced	16	18.6	11	12.8	16	18.6	14	16.3	19	22.1
	Advanced High	10	11.6	10	11.6	8	9.3	20	23.3	15	17.4

**PROGRESSION FROM  
2011 TO 2012**

Number Rated Both Years	2012 Level	2011 Level			
		Beg	Int	Adv	Adv High
- -	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
26 8 (30.8%)	Beginning	18			
	Intermediate	5	0		
	Advanced	0	1	0	
	Advanced High	0	0	2	
15 13 (86.7%)	Beginning	1			
	Intermediate	2	0		
	Advanced	3	4	1	
	Advanced High	0	1	3	
17 13 (76.5%)	Beginning	1			
	Intermediate	0	0		
	Advanced	0	5	3	
	Advanced High	0	0	8	
58 34 (58.6%)	Beginning	20			
	Intermediate	7	0		
	Advanced	3	10	4	
	Advanced High	0	1	13	

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