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Dallas Independent School District

# Data Packet

for 2012-13 Planning

Evaluation and Accountability  
Data Analysis, Reporting, and Research Services

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School Number 143

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## **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	67
KN	49
1	51
2	38
3	32
ALL	237

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	21	8.9	1	5.6
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	18	7.6	*	*
Hispanic	190	80.2	12	66.7
White	6	2.5	5	27.8
Multiple	2	0.8	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	178	75.1
Economically disadvantaged	225	94.9
Limited English proficient (LEP)	161	67.9
Special education	0	0.0
Talented and Gifted (TAG)	24	10.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	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
	2012	67	10	14.9	0	0.0	4	6.0	51	76.1	1	1.5	1	1.5
KN	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
	2012	49	6	12.2	0	0.0	4	8.2	37	75.5	2	4.1	0	0.0
1	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
	2012	51	3	5.9	0	0.0	5	9.8	41	80.4	2	3.9	0	0.0
2	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
	2012	38	1	2.6	0	0.0	2	5.3	33	86.8	1	2.6	1	2.6
3	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
	2012	32	1	3.1	0	0.0	3	9.4	28	87.5	0	0.0	0	0.0
PK-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
	2012	237	21	8.9	0	0.0	18	7.6	190	80.2	6	2.5	2	0.8

**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	61	60	98.4	40	65.6	2	3.3	38	62.3	0	0.0	61	100.0	50.8	49.2	0.0
	2011	81	74	91.4	54	66.7	0	0.0	35	43.2	0	0.0	80	98.8	53.1	46.9	1.2
	2012	67	58	86.6	42	62.7	0	0.0	42	62.7	0	0.0	67	100.0	46.3	53.7	1.5
KN	2010	45	45	100.0	32	71.1	1	2.2	33	73.3	2	4.4	14	31.1	62.2	37.8	0.0
	2011	42	41	97.6	28	66.7	0	0.0	35	83.3	0	0.0	11	26.2	47.6	52.4	0.0
	2012	49	48	98.0	34	69.4	0	0.0	35	71.4	6	12.2	16	32.7	57.1	42.9	2.0
1	2010	45	45	100.0	30	66.7	0	0.0	34	75.6	5	11.1	8	17.8	48.9	51.1	2.2
	2011	53	52	98.1	37	69.8	1	1.9	38	71.7	7	13.2	12	22.6	58.5	41.5	9.4
	2012	51	51	100.0	38	74.5	0	0.0	39	76.5	5	9.8	6	11.8	49.0	51.0	17.6
2	2010	42	41	97.6	25	59.5	1	2.4	33	78.6	4	9.5	6	14.3	50.0	50.0	14.3
	2011	39	38	97.4	27	69.2	0	0.0	34	87.2	5	12.8	6	15.4	53.8	46.2	2.6
	2012	38	38	100.0	24	63.2	0	0.0	32	84.2	8	21.1	4	10.5	55.3	44.7	7.9
3	2010	46	45	97.8	30	65.2	0	0.0	38	82.6	8	17.4	2	4.3	37.0	63.0	0.0
	2011	32	32	100.0	19	59.4	0	0.0	27	84.4	4	12.5	3	9.4	53.1	46.9	9.4
	2012	32	30	93.8	23	71.9	0	0.0	30	93.8	5	15.6	2	6.3	50.0	50.0	0.0
PK-3	2010	239	236	98.7	157	65.7	4	1.7	176	73.6	19	7.9	91	38.1	49.8	50.2	2.9
	2011	247	237	96.0	165	66.8	1	0.4	169	68.4	16	6.5	112	45.3	53.4	46.6	4.0
	2012	237	225	94.9	161	67.9	0	0.0	178	75.1	24	10.1	95	40.1	51.1	48.9	5.9

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	43	13,234	42	96.7	12,616	95.3	10	23.0	21.5	39	11,233	89.7	84.9
	2011	42	13,211	40	94.1	12,645	95.7	11	26.0	21.4	31	11,602	73.2	87.8
	2012	51	13,633	49	94.3	13,086	96.0	11	21.4	20.1	37	11,731	72.0	86.0
1	2010	46	13,848	44	95.7	13,286	95.9	16	35.1	20.0	36	11,978	79.0	86.5
	2011	52	13,458	50	96.3	12,967	96.4	17	32.8	19.0	46	12,047	88.9	89.5
	2012	54	14,026	53	96.7	13,533	96.5	5	9.2	18.6	44	12,292	80.8	87.6
2	2010	42	13,441	41	96.9	12,947	96.3	9	21.5	18.9	38	11,794	90.8	87.7
	2011	39	13,013	38	96.7	12,593	96.8	10	25.8	17.1	32	11,853	82.4	91.1
	2012	39	13,338	37	96.9	12,932	97.0	2	5.2	17.0	33	11,883	85.7	89.1
3	2010	45	13,291	44	98.5	12,854	96.7	8	17.8	17.6	43	11,815	95.4	88.9
	2011	33	12,619	32	96.8	12,254	97.1	4	12.1	16.6	30	11,604	90.6	92.0
	2012	32	12,874	32	98.6	12,508	97.2	2	6.2	15.6	29	11,592	90.6	90.0
KN-3	2010	176	53,815	171	96.9	51,704	96.1	43	24.4	19.5	156	46,820	88.6	87.0
	2011	166	52,301	159	95.9	50,459	96.5	42	25.3	18.5	139	47,106	83.7	90.1
	2012	176	53,871	170	96.4	52,060	96.6	20	11.3	17.9	143	47,498	81.1	88.2



Teachers: 18

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	1	5.6
Hispanic	12	66.7
White	5	27.8
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	13	72.2
Male	5	27.8

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2009-10	8.9	—
2010-11	7.2	85.7
2011-12	6.2	73.7

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	2	11.1
1	1	5.6
2	3	16.7
3	2	11.1
4	1	5.6
5	3	16.7
1-3	6	33.3
More than 3	10	55.6
1 - 5	10	55.6
6 - 10	1	5.6
11 - 20	2	11.1
More than 20	3	16.7

**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		*	83.3	86.7		85.7	83.3		75.0	100.0	87.5	84.0	16

NUMBER TESTED IN GRADE 3														
2010														0
2011														0
2012	0	1	12	15	0	7	12	0	8	8	16	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		*	21	22		21	21		20	23	22	23	16

NUMBER TESTED IN GRADE 3														
2010														0
2011														0
2012	0	1	12	15	0	7	12	0	8	8	16	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	62.5	46.9	58.2

**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		*	89.3	87.1		91.3	89.3		87.5	81.3	84.4	77.0	32

NUMBER TESTED IN GRADE 3														
2010														0
2011														0
2012	0	1	28	31	0	23	28	0	16	16	32	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		*	25	25		27	26		26	23	25	27	32

NUMBER TESTED IN GRADE 3														
2010														0
2011														0
2012	0	1	28	31	0	23	28	0	16	16	32	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	57.9	50.4	60.1	55.1	38.5

**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	88.7	16

NUMBER TESTED IN GRADE 3														
2010														0
2011														0
2012	0	0	16	16	0	16	16	0	8	8	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		21	27	24	23	16

NUMBER TESTED IN GRADE 3														
2010														0
2011														0
2012	0	0	16	16	0	16	16	0	8	8	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	66.7	64.2	52.7

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	*	58.3	56.3	61.2	16
	2011	30.8	*	37.5	63.3	16
	2012	*	36.4	25.0	62.2	16
1	2010	36.4	54.5	45.5	55.2	22
	2011	33.3	41.7	38.1	58.1	21
	2012	25.0	12.5	18.8	55.4	16
2	2010	21.4	66.7	35.0	48.6	20
	2011	28.6	*	38.9	50.6	18
	2012	50.0	*	52.9	49.8	17
1-2	2010	28.0	58.8	40.5	51.9	42
	2011	30.4	50.0	38.5	54.4	39
	2012	40.0	30.8	36.4	52.7	33

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS )				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2010	45.2	66.7	51.2	51.2	43
	2011	54.5	66.7	56.4	56.8	39
	2012	28.6	50.0	34.7	55.1	49
1	2010	54.3	36.4	50.0	48.8	46
	2011	71.1	35.7	61.5	53.1	52
	2012	63.2	25.0	54.0	50.7	50
2	2010	50.0	62.5	52.5	54.6	40
	2011	55.9	*	53.8	56.8	39
	2012	68.8	66.7	68.4	57.9	38
K-2	2010	50.0	54.8	51.2	51.5	129
	2011	61.0	44.0	57.7	55.6	130
	2012	53.3	43.8	51.1	54.5	137

Number Tested	2010	29	29	58	20,252	
	2011	36	19	55	20,530	
	2012	25	24	49	21,034	

Number Tested	2010	98	31	129	40,163	
	2011	105	25	130	40,067	
	2012	105	32	137	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	*	*	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
	2012	*	33.3	*	23.1		*	*		18.2	*	25.0	62.2	16
1	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
	2012	*	*	28.6	18.8		28.6	25.0		12.5	25.0	18.8	55.4	16
2	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	50.6	18
	2012	*	*	41.7	52.9		*	50.0		50.0	54.5	52.9	49.8	17
1-2	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
	2012	*	*	36.8	36.4		45.5	40.0		28.6	42.1	36.4	52.7	33

Number Tested	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	20,530
	2012	4	9	24	46	0	15	25	0	25	24	49	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	*	*	1	2		*	*		2	*	2	1,717	16
	2011		*	0	0		*	0		0	0	0	2,106	16
	2012	*	0	*	0		*	*		1	*	1	2,027	16
1	2010	*	*	0	2		1	1		1	1	2	1,729	22
	2011	*	*	2	4	*	0	0		2	2	4	1,963	21
	2012	*	*	1	2		1	1		1	1	2	1,963	16
2	2010		*	0	0		0	0		0	0	0	954	20
	2011		*	0	0		0	0		0	0	0	1,018	18
	2012	*	*	0	1		*	0		0	1	1	1,017	17
1-2	2010	*	1	0	2		1	1		1	1	2	2,683	42
	2011	*	*	2	4	*	0	0		2	2	4	2,981	39
	2012	*	*	1	3		1	1		1	2	3	2,981	33

Number Tested	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	20,530
	2012	4	9	24	46	0	15	25	0	25	24	49	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	*	*	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
	2012	*	16.7	33.3	31.8		27.3	28.6		28.6	42.9	34.7	55.1	49
1	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
	2012	*	*	58.5	54.0		62.2	63.2		56.0	52.0	54.0	50.7	50
2	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
	2012	*	*	63.6	68.4		75.0	68.8		76.2	58.8	68.4	57.9	38
K-2	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
	2012	*	33.3	51.8	50.8		53.2	53.3		51.4	50.8	51.1	54.5	137

Number Tested	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
	2012	5	9	110	132	0	94	105	0	74	63	137	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	*	*	4	5	*	2	2		4	1	5	2,358	43
	2011		*	2	2		2	2		1	1	2	2,815	39
	2012	*	0	1	1		1	1		0	1	1	2,472	49
1	2010	*	*	4	5		5	5		2	3	5	2,266	46
	2011	*	*	7	8	*	6	6		6	2	8	2,716	52
	2012	*	*	5	7		6	6		2	5	7	2,473	50
2	2010		*	4	6	*	5	6		4	2	6	2,484	40
	2011		*	3	4		3	3		3	2	5	2,746	39
	2012	*	*	9	11		8	8		7	4	11	2,843	38
K-2	2010	*	0	12	16	*	12	13		10	6	16	7,108	129
	2011	*	0	12	14	*	11	11		10	5	15	8,277	130
	2012	*	1	15	19		15	15		9	10	19	7,788	137

Number Tested	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
	2012	5	9	110	132	0	94	105	0	74	63	137	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	*	*	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
	2012	*	*	48.8	44.0		51.4	52.6		48.0	40.0	44.0	62.5	50
2	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
	2012	*	*	75.8	76.3		83.3	78.1		81.0	70.6	76.3	63.6	38
1-2	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
	2012	*	*	60.8	58.0		63.9	64.3		63.0	52.4	58.0	63.0	88

Number Tested	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
	2012	3	3	74	88	0	61	70	0	46	42	88	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	*	*	10	11		10	10		5	6	11	4,129	46
	2011	*	*	9	11	*	9	9		9	2	11	4,427	52
	2012	*	*	10	12		11	11		4	8	12	4,060	50
2	2010		*	8	12	*	9	10		5	7	12	3,776	40
	2011		*	8	10		7	9		5	5	10	3,810	39
	2012	*	*	14	16		13	13		12	4	16	3,820	38
1-2	2010	*	0	18	23	*	19	20		10	13	23	7,905	86
	2011	*	*	17	21	*	16	18		14	7	21	8,237	91
	2012	*	*	24	28		24	24		16	12	28	7,880	88

Number Tested	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
	2012	3	3	74	88	0	61	70	0	46	42	88	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			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
	2012	*		83.3	86.2		86.2	83.3		81.3	86.7	83.9	89.9	31
1	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
	2012			90.9	90.9		96.6	96.6		87.5	94.1	90.9	89.2	33
2	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
	2012			95.2	95.2		95.0	95.0		93.3	100.0	95.2	93.3	21
K-2	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
	2012	*		89.3	90.4		92.3	91.1		87.2	92.1	89.4	90.8	85

Number Tested	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
	2012	1	0	84	83	0	78	79	0	47	38	85	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			20	20	*	20	20		11	9	20	3,523	26
	2011			20	20		20	18		9	11	20	3,964	23
	2012	*		13	12		13	13		5	8	13	3,679	31
1	2010			7	7		7	7		3	4	7	2,529	25
	2011			14	14		13	14		7	7	14	2,459	30
	2012			17	17		17	17		8	9	17	2,437	33
2	2010			5	5	*	5	5		2	3	5	3,040	20
	2011			5	5		5	5		1	4	5	3,227	21
	2012			16	16		15	15		10	6	16	2,934	21
K-2	2010			32	32	*	32	32		16	16	32	9,092	71
	2011			39	39		38	37		17	22	39	9,650	74
	2012	*		46	45		45	45		23	23	46	9,050	85

Number Tested	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
	2012	1	0	84	83	0	78	79	0	47	38	85	18,911

**PERFORMANCE IN 2012**

Grade (2010-11)  (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2012 Level	N	%	N	%	N	%	N	%	N	%
KN  (34)	Beginning	17	50.0	25	73.5	32	94.1	32	94.1	32	94.1
	Intermediate	16	47.1	8	23.5	2	5.9	2	5.9	2	5.9
	Advanced	1	2.9	1	2.9	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1  (42)	Beginning	31	73.8	32	76.2	39	92.9	39	92.9	39	92.9
	Intermediate	10	23.8	9	21.4	2	4.8	2	4.8	2	4.8
	Advanced	1	2.4	1	2.4	1	2.4	1	2.4	1	2.4
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2  (24)	Beginning	13	54.2	14	58.3	21	87.5	2	8.3	2	8.3
	Intermediate	9	37.5	8	33.3	3	12.5	12	50.0	14	58.3
	Advanced	1	4.2	1	4.2	0	0.0	9	37.5	8	33.3
	Advanced High	1	4.2	1	4.2	0	0.0	1	4.2	0	0.0
3  (23)	Beginning	0	0.0	0	0.0	1	4.3	1	4.3	1	4.3
	Intermediate	3	13.0	8	34.8	14	60.9	4	17.4	4	17.4
	Advanced	12	52.2	7	30.4	5	21.7	9	39.1	9	39.1
	Advanced High	8	34.8	8	34.8	3	13.0	9	39.1	9	39.1
ALL  (123)	Beginning	61	49.6	71	57.7	93	75.6	74	60.2	74	60.2
	Intermediate	38	30.9	33	26.8	21	17.1	20	16.3	22	17.9
	Advanced	15	12.2	10	8.1	6	4.9	19	15.4	18	14.6
	Advanced High	9	7.3	9	7.3	3	2.4	10	8.1	9	7.3

**PROGRESSION FROM  
2011 TO 2012**

Number Rated Both Years  N (%) Progressed	2012 Level	2011 Level			
		Beg	Int	Adv	Adv High
–  –	Beginning	–			
	Intermediate	–	–		
	Advanced	–	–	–	
	Advanced High	–	–	–	
38  0 (0.0%)	Beginning	35			
	Intermediate	0	2		
	Advanced	0	0	1	
	Advanced High	0	0	0	
24  16 (66.7%)	Beginning	2			
	Intermediate	9	5		
	Advanced	4	3	1	
	Advanced High	0	0	0	
23  17 (73.9%)	Beginning	1			
	Intermediate	1	3		
	Advanced	1	6	2	
	Advanced High	0	3	6	
85  33 (38.8%)	Beginning	38			
	Intermediate	10	10		
	Advanced	5	9	4	
	Advanced High	0	3	6	

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