

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

School Number 146

JULIA C. FRAZIER

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

ITBS & LOGRAMOS

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

ENGLISH PROFICIENCY

23. 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

17. ITBS Read ITBS 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	20
KN	36
1	39
2	33
3	35
ALL	163

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	137	84.0	9	75.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	26	16.0	2	16.7
White	0	0.0	1	8.3
Multiple	0	0.0	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	60	36.8
Economically disadvantaged	163	100.0
Limited English proficient (LEP)	16	9.8
Special education	2	1.2
Talented and Gifted (TAG)	25	15.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2010												—	—
	2011													
	2012	20	18	90.0	0	0.0	0	0.0	2	10.0	0	0.0	0	0.0
KN	2010	38	33	86.8	0	0.0	0	0.0	5	13.2	0	0.0	—	—
	2011	34	24	70.6	0	0.0	0	0.0	10	29.4	0	0.0	0	0.0
	2012	36	35	97.2	0	0.0	0	0.0	1	2.8	0	0.0	0	0.0
1	2010	39	33	84.6	0	0.0	0	0.0	6	15.4	0	0.0	—	—
	2011	32	26	81.3	0	0.0	0	0.0	5	15.6	1	3.1	0	0.0
	2012	39	29	74.4	0	0.0	0	0.0	10	25.6	0	0.0	0	0.0
2	2010	38	33	86.8	0	0.0	0	0.0	5	13.2	0	0.0	—	—
	2011	36	26	72.2	0	0.0	0	0.0	10	27.8	0	0.0	0	0.0
	2012	33	29	87.9	0	0.0	0	0.0	4	12.1	0	0.0	0	0.0
3	2010	40	36	90.0	0	0.0	0	0.0	4	10.0	0	0.0	—	—
	2011	27	22	81.5	0	0.0	0	0.0	5	18.5	0	0.0	0	0.0
	2012	35	26	74.3	0	0.0	0	0.0	9	25.7	0	0.0	0	0.0
PK-3	2010	155	135	87.1	0	0.0	0	0.0	20	12.9	0	0.0	—	—
	2011	129	98	76.0	0	0.0	0	0.0	30	23.3	1	0.8	0	0.0
	2012	163	137	84.0	0	0.0	0	0.0	26	16.0	0	0.0	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)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
PK	2010																
	2011																
	2012	20	20	100.0	2	10.0	1	5.0	2	10.0	0	0.0	20	100.0	60.0	40.0	0.0
KN	2010	38	38	100.0	3	7.9	0	0.0	18	47.4	8	21.1	21	55.3	42.1	57.9	0.0
	2011	34	34	100.0	6	17.6	0	0.0	20	58.8	6	17.6	27	79.4	41.2	58.8	0.0
	2012	36	36	100.0	1	2.8	0	0.0	1	2.8	0	0.0	28	77.8	36.1	63.9	2.8
1	2010	39	38	97.4	5	12.8	1	2.6	16	41.0	8	20.5	2	5.1	53.8	46.2	0.0
	2011	32	32	100.0	2	6.3	1	3.1	12	37.5	8	25.0	3	9.4	43.8	56.3	0.0
	2012	39	39	100.0	6	15.4	1	2.6	8	20.5	7	17.9	3	7.7	46.2	53.8	0.0
2	2010	38	38	100.0	4	10.5	4	10.5	25	65.8	10	26.3	4	10.5	55.3	44.7	5.3
	2011	36	35	97.2	5	13.9	2	5.6	26	72.2	12	33.3	3	8.3	52.8	47.2	5.6
	2012	33	33	100.0	3	9.1	0	0.0	21	63.6	6	18.2	3	9.1	45.5	54.5	0.0
3	2010	40	40	100.0	3	7.5	3	7.5	30	75.0	9	22.5	0	0.0	57.5	42.5	2.5
	2011	27	27	100.0	3	11.1	4	14.8	21	77.8	6	22.2	2	7.4	51.9	48.1	0.0
	2012	35	35	100.0	4	11.4	0	0.0	28	80.0	12	34.3	0	0.0	51.4	48.6	2.9
PK-3	2010	155	154	99.4	15	9.7	8	5.2	89	57.4	35	22.6	27	17.4	52.3	47.7	1.9
	2011	129	128	99.2	16	12.4	7	5.4	79	61.2	32	24.8	35	27.1	47.3	52.7	1.6
	2012	163	163	100.0	16	9.8	2	1.2	60	36.8	25	15.3	54	33.1	46.6	53.4	1.2

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	38	13,234	36	94.1	12,616	95.3	12	31.8	21.5	29	11,233	76.9	84.9
	2011	32	13,211	30	94.3	12,645	95.7	10	31.3	21.4	27	11,602	84.4	87.8
	2012	36	13,633	34	95.0	13,086	96.0	3	8.3	20.1	28	11,731	77.7	86.0
1	2010	39	13,848	37	94.9	13,286	95.9	14	35.6	20.0	31	11,978	78.9	86.5
	2011	31	13,458	29	94.3	12,967	96.4	8	25.8	19.0	25	12,047	80.5	89.5
	2012	38	14,026	36	95.2	13,533	96.5	3	7.8	18.6	28	12,292	73.1	87.6
2	2010	36	13,441	34	94.8	12,947	96.3	10	27.8	18.9	31	11,794	86.2	87.7
	2011	34	13,013	33	95.8	12,593	96.8	12	35.4	17.1	30	11,853	88.4	91.1
	2012	33	13,338	31	94.7	12,932	97.0	2	6.1	17.0	28	11,883	85.2	89.1
3	2010	40	13,291	38	96.5	12,854	96.7	8	20.2	17.6	33	11,815	83.5	88.9
	2011	26	12,619	25	97.1	12,254	97.1	0	0.0	16.6	24	11,604	92.6	92.0
	2012	35	12,874	34	96.0	12,508	97.2	1	2.8	15.6	26	11,592	74.0	90.0
KN-3	2010	153	53,815	145	95.1	51,704	96.1	44	28.8	19.5	124	46,820	81.3	87.0
	2011	123	52,301	117	95.3	50,459	96.5	30	24.4	18.5	106	47,106	86.3	90.1
	2012	142	53,871	136	95.2	52,060	96.6	9	6.3	17.9	110	47,498	77.3	88.2

Teachers: 12

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	9	75.0
Hispanic	2	16.7
White	1	8.3
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	10	83.3
Male	2	16.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2009-10	10.4	—
2010-11	7.4	83.3
2011-12	5.9	66.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	16.7
1	1	8.3
2	1	8.3
3	1	8.3
4	0	0.0
5	1	8.3
1-3	3	25.0
More than 3	7	58.3
1 - 5	4	33.3
6 - 10	1	8.3
11 - 20	3	25.0
More than 20	2	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		69.2	88.9	74.3		*	66.7		77.8	70.6	74.3	84.0	35

NUMBER TESTED IN GRADE 3														
2010														0
2011														0
2012	0	26	9	35	0	4	27	0	18	17	35	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		20	19	20		*	18		18	21	20	23	35

NUMBER TESTED IN GRADE 3														
2010														0
2011														0
2012	0	26	9	35	0	4	27	0	18	17	35		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	56.7	46.0	49.1

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		57.7	66.7	60.0		*	48.1		61.1	58.8	60.0	77.0	35

NUMBER TESTED IN GRADE 3														
2010														0
2011														0
2012	0	26	9	35	0	4	27	0	18	17	35	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		22	23	23		*	20		22	23	23	27	35

NUMBER TESTED IN GRADE 3														
2010														0
2011														0
2012	0	26	9	35	0	4	27	0	18	17	35	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	52.2	43.9	56.2	47.9	38.6

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	68.4	75.0	71.8	61.2	39
	2011	70.0	85.7	76.5	63.3	34
	2012	*	62.9	61.1	62.2	36
1	2010	29.4	65.2	50.0	55.2	40
	2011	40.0	70.0	60.0	58.1	30
	2012	*	29.4	25.0	55.4	20
2	2010	16.7	45.5	25.7	48.6	35
	2011	15.4	63.6	29.7	50.6	37
	2012	9.5	75.0	33.3	49.8	33
1-2	2010	22.0	58.8	38.7	51.9	75
	2011	22.2	67.7	43.3	54.4	67
	2012	8.3	48.3	30.2	52.7	53

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2010	52.6	80.0	66.7	51.2	39
	2011	55.0	71.4	61.8	56.8	34
	2012	*	40.0	38.9	55.1	36
1	2010	50.0	56.5	53.8	48.8	39
	2011	50.0	78.9	69.0	53.1	29
	2012	25.0	16.1	17.9	50.7	39
2	2010	8.7	63.6	26.5	54.6	34
	2011	42.3	90.9	56.8	56.8	37
	2012	15.0	25.0	18.8	57.9	32
K-2	2010	34.5	66.7	50.0	51.5	112
	2011	48.2	79.5	62.0	55.6	100
	2012	17.2	28.2	25.2	54.5	107

Number Tested	2010	60	54	114	20,252	
	2011	56	45	101	20,530	
	2012	25	64	89	21,034	

Number Tested	2010	58	54	112	40,163	
	2011	56	44	100	40,067	
	2012	29	78	107	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		72.7	66.7	71.8		*	68.4		76.5	68.2	71.8	61.2	39
	2011		91.7	40.0	76.5		33.3	70.0		71.4	80.0	76.5	63.3	34
	2012		62.9	*	62.9		*	*		30.8	78.3	61.1	62.2	36
1	2010		51.5	42.9	51.3	*	50.0	29.4		40.9	61.1	50.0	55.2	40
	2011	*	58.3	*	60.0		*	40.0		33.3	77.8	60.0	58.1	30
	2012		26.7	*	25.0	*	*	*		25.0	25.0	25.0	55.4	20
2	2010		23.3	*	25.7	*	*	16.7		21.1	31.3	25.7	48.6	35
	2011		37.0	10.0	30.6	*	*	15.4		15.0	47.1	29.7	50.6	37
	2012		37.9	*	33.3		*	9.5		20.0	44.4	33.3	49.8	33
1-2	2010		38.1	41.7	39.2	*	40.0	22.0		31.7	47.1	38.7	51.9	75
	2011	*	47.1	26.7	43.9	*	28.6	22.2		21.9	62.9	43.3	54.4	67
	2012		34.1	11.1	30.2	*	*	8.3		21.7	36.7	30.2	52.7	53

Number Tested	2010	0	96	18	113	5	14	60	0	58	56	114	20,252
	2011	1	75	25	100	2	13	56	0	46	55	101	20,530
	2012	0	79	10	88	1	5	25	0	36	53	89	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		5	2	7		*	2		1	6	7	1,717	39
	2011		9	0	9		0	3		5	4	9	2,106	34
	2012		10	*	10		*	*		0	10	10	2,027	36
1	2010		2	0	2	*	0	0		1	1	2	1,729	40
	2011	*	8	*	10		*	1		2	8	10	1,963	30
	2012		1	*	1	*	*	*		0	1	1	1,963	20
2	2010		0	*	0	*	*	0		0	0	0	954	35
	2011		2	0	2	*	*	0		0	2	2	1,018	37
	2012		0	*	0		*	0		0	0	0	1,017	33
1-2	2010		2	0	2	*	0	0		1	1	2	2,683	75
	2011	*	10	2	12	*	0	1		2	10	12	2,981	67
	2012		1	0	1	*	*	0		0	1	1	2,981	53
Number Tested	2010	0	96	18	113	5	14	60	0	58	56	114	20,252	
	2011	1	75	25	100	2	13	56	0	46	55	101	20,530	
	2012	0	79	10	88	1	5	25	0	36	53	89	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		72.7	33.3	66.7		*	52.6		52.9	77.3	66.7	51.2	39
	2011		66.7	50.0	61.8		33.3	55.0		57.1	65.0	61.8	56.8	34
	2012		40.0	*	40.0		*	*		15.4	52.2	38.9	55.1	36
1	2010		51.5	66.7	52.6	*	*	50.0		45.5	64.7	53.8	48.8	39
	2011	*	69.6	*	69.0		*	50.0		75.0	64.7	69.0	53.1	29
	2012		13.8	30.0	17.9	*	33.3	25.0		11.1	23.8	17.9	50.7	39
2	2010		24.1	*	26.5	*	*	8.7		26.3	26.7	26.5	54.6	34
	2011		59.3	50.0	58.3	*	*	42.3		55.0	58.8	56.8	56.8	37
	2012		21.4	*	18.8		*	15.0		20.0	17.6	18.8	57.9	32
K-2	2010		50.5	47.1	49.5	*	46.2	34.5		41.4	59.3	50.0	51.5	112
	2011	*	64.9	56.0	62.6	*	46.2	48.2		60.9	63.0	62.0	55.6	100
	2012		26.1	20.0	25.5	*	20.0	17.2		15.2	32.8	25.2	54.5	107

Number Tested	2010	0	95	17	111	5	13	58	0	58	54	112	40,163
	2011	1	74	25	99	2	13	56	0	46	54	100	40,067
	2012	0	92	15	106	1	10	29	0	46	61	107	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		5	1	6		*	1		2	4	6	2,358	39
	2011		5	0	5		0	1		3	2	5	2,815	34
	2012		2	*	2		*	*		0	2	2	2,472	36
1	2010		5	0	5	*	*	1		2	3	5	2,266	39
	2011	*	5	*	6		*	0		1	5	6	2,716	29
	2012		0	0	0	*	0	0		0	0	0	2,473	39
2	2010		2	*	3	*	*	1		3	0	3	2,484	34
	2011		5	1	6	*	*	1		3	3	6	2,746	37
	2012		2	*	2		*	1		0	2	2	2,843	32
K-2	2010		12	2	14	*	2	3		7	7	14	7,108	112
	2011	*	15	2	17	*	0	2		7	10	17	8,277	100
	2012		4	0	4	*	0	1		0	4	4	7,788	107

Number Tested	2010	0	95	17	111	5	13	58	0	58	54	112	40,163
	2011	1	74	25	99	2	13	56	0	46	54	100	40,067
	2012	0	92	15	106	1	10	29	0	46	61	107	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		33.3	50.0	36.8	*	*	43.8		36.4	35.3	35.9	63.5	39
	2011	*	60.9	*	62.1		*	30.0		66.7	58.8	62.1	66.7	29
	2012		37.9	50.0	41.0	*	50.0	37.5		50.0	33.3	41.0	62.5	39
2	2010		34.5	*	35.3	*	*	17.4		31.6	40.0	35.3	61.4	34
	2011		48.1	40.0	47.2	*	*	30.8		50.0	41.2	45.9	62.0	37
	2012		21.4	*	18.8		*	15.0		26.7	11.8	18.8	63.6	32
1-2	2010		33.9	45.5	36.1	*	44.4	28.2		34.1	37.5	35.6	62.5	73
	2011	*	54.0	53.3	53.8	*	28.6	30.6		56.3	50.0	53.0	64.4	66
	2012		29.8	35.7	31.0	*	33.3	21.4		39.4	23.7	31.0	63.0	71

Number Tested	2010	0	62	11	72	5	9	39	0	41	32	73	26,937
	2011	1	50	15	65	2	7	36	0	32	34	66	26,660
	2012	0	57	14	71	1	9	28	0	33	38	71	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		4	1	5	*	*	2		2	3	5	4,129	39
	2011	*	4	*	7		*	2		2	5	7	4,427	29
	2012		3	1	4	*	0	0		2	2	4	4,060	39
2	2010		2	*	3	*	*	1		2	1	3	3,776	34
	2011		4	1	5	*	*	2		2	3	5	3,810	37
	2012		2	*	2		*	1		1	1	2	3,820	32
1-2	2010		6	2	8	*	2	3		4	4	8	7,905	73
	2011	*	8	4	12	*	2	4		4	8	12	8,237	66
	2012		5	1	6	*	0	1		3	3	6	7,880	71


Number Tested	2010	0	62	11	72	5	9	39	0	41	32	73	26,937
	2011	1	50	15	65	2	7	36	0	32	34	66	26,660
	2012	0	57	14	71	1	9	28	0	33	38	71	26,880

PERFORMANCE IN 2012

Grade (2010-11)	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
(N Rated)	2012 Level										
ALL (7)	Beginning	0	0.0	0	0.0	0	0.0	2	28.6	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	1	14.3	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	3	42.9	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	1	14.3	0	0.0

**PROGRESSION FROM
2011 TO 2012**

Number Rated Both Years	2012 Level	2011 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
0	Beginning	0			
0 (0.0%)	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	

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