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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 191

ELISHA M. PEASE

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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	36
KN	85
1	102
2	99
3	83
4	67
5	58
ALL	530

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	498	94.0	21	72.4
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	30	5.7	2	6.9
White	1	0.2	4	13.8
Multiple	0	0.0	2	6.9
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	207	39.1
Economically disadvantaged	521	98.3
Limited English proficient (LEP)	16	3.0
Special education	28	5.3
Talented and Gifted (TAG)	32	6.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	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
	2012	36	34	94.4	0	0.0	0	0.0	2	5.6	0	0.0	0	0.0
KN	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
	2012	85	79	92.9	0	0.0	0	0.0	5	5.9	0	0.0	0	0.0
1	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
	2012	102	96	94.1	0	0.0	0	0.0	6	5.9	0	0.0	0	0.0
2	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
	2012	99	91	91.9	0	0.0	0	0.0	7	7.1	1	1.0	0	0.0
3	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
	2012	83	80	96.4	0	0.0	0	0.0	3	3.6	0	0.0	0	0.0
4	2010												—	—
	2011													
	2012	67	63	94.0	0	0.0	0	0.0	4	6.0	0	0.0	0	0.0
5	2010												—	—
	2011													
	2012	58	55	94.8	0	0.0	0	0.0	3	5.2	0	0.0	0	0.0
PK-5	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
	2012	530	498	94.0	0	0.0	0	0.0	30	5.7	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)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
PK	2010	47	41	87.2	0	0.0	0	0.0	1	2.1	0	0.0	47	100.0	46.8	53.2	0.0
	2011	39	22	56.4	2	5.1	1	2.6	2	5.1	0	0.0	38	97.4	59.0	41.0	2.6
	2012	36	34	94.4	1	2.8	1	2.8	2	5.6	0	0.0	31	86.1	38.9	61.1	13.9
KN	2010	105	104	99.0	3	2.9	0	0.0	14	13.3	1	1.0	51	48.6	51.4	48.6	2.9
	2011	82	79	96.3	1	1.2	2	2.4	42	51.2	4	4.9	44	53.7	62.2	37.8	1.2
	2012	85	85	100.0	2	2.4	1	1.2	4	4.7	0	0.0	51	60.0	50.6	49.4	0.0
1	2010	102	96	94.1	1	1.0	3	2.9	36	35.3	6	5.9	12	11.8	58.8	41.2	11.8
	2011	117	113	96.6	4	3.4	3	2.6	48	41.0	7	6.0	14	12.0	55.6	44.4	9.4
	2012	102	100	98.0	2	2.0	3	2.9	16	15.7	5	4.9	15	14.7	53.9	46.1	7.8
2	2010	91	89	97.8	1	1.1	4	4.4	50	54.9	4	4.4	10	11.0	52.7	47.3	13.2
	2011	95	89	93.7	4	4.2	6	6.3	59	62.1	12	12.6	10	10.5	48.4	51.6	11.6
	2012	99	97	98.0	3	3.0	3	3.0	40	40.4	8	8.1	10	10.1	53.5	46.5	8.1
3	2010	87	84	96.6	2	2.3	7	8.0	40	46.0	10	11.5	8	9.2	51.7	48.3	1.1
	2011	86	85	98.8	1	1.2	4	4.7	54	62.8	6	7.0	11	12.8	44.2	55.8	2.3
	2012	83	81	97.6	3	3.6	8	9.6	58	69.9	11	13.3	12	14.5	47.0	53.0	4.8
4	2010																
	2011																
	2012	67	67	100.0	2	3.0	5	7.5	46	68.7	4	6.0	13	19.4	47.8	52.2	6.0
5	2010																
	2011																
	2012	58	57	98.3	3	5.2	7	12.1	41	70.7	4	6.9	14	24.1	36.2	63.8	5.2
PK-5	2010	432	414	95.8	7	1.6	14	3.2	141	32.6	21	4.9	128	29.6	53.0	47.0	6.5
	2011	419	388	92.6	12	2.9	16	3.8	205	48.9	29	6.9	117	27.9	53.2	46.8	6.2
	2012	530	521	98.3	16	3.0	28	5.3	207	39.1	32	6.0	146	27.5	48.5	51.5	6.0

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	100	13,234	94	94.4	12,616	95.3	25	25.1	21.5	80	11,233	80.4	84.9
	2011	76	13,211	72	94.9	12,645	95.7	32	42.2	21.4	59	11,602	77.7	87.8
	2012	84	13,633	80	95.8	13,086	96.0	39	46.5	20.1	54	11,731	64.4	86.0
1	2010	97	13,848	93	96.0	13,286	95.9	33	34.2	20.0	77	11,978	79.7	86.5
	2011	111	13,458	107	96.4	12,967	96.4	32	28.8	19.0	92	12,047	82.9	89.5
	2012	101	14,026	96	95.2	13,533	96.5	49	48.7	18.6	67	12,292	66.6	87.6
2	2010	90	13,441	85	95.0	12,947	96.3	26	28.9	18.9	70	11,794	77.9	87.7
	2011	90	13,013	85	95.3	12,593	96.8	28	31.2	17.1	67	11,853	74.7	91.1
	2012	101	13,338	97	95.7	12,932	97.0	22	21.7	17.0	83	11,883	82.0	89.1
3	2010	88	13,291	85	97.3	12,854	96.7	18	20.5	17.6	71	11,815	81.0	88.9
	2011	81	12,619	79	97.4	12,254	97.1	13	16.1	16.6	66	11,604	81.5	92.0
	2012	81	12,874	78	96.7	12,508	97.2	36	44.5	15.6	58	11,592	71.7	90.0
4	2010		12,300			11,900	96.8			17.2		10,987		89.3
	2011		12,506			12,150	97.1			15.7		11,544		92.3
	2012	66	12,493	63	95.7	12,139	97.2	27	41.1	16.7	51	11,218	77.6	89.8
5	2010		11,688			11,310	96.8			17.0		10,453		89.4
	2011		11,742			11,419	97.2			8.2		10,892		92.8
	2012	55	12,562	53	96.5	12,220	97.3	12	21.9	5.4	42	11,364	76.6	90.5
KN-5	2010	374	77,802	357	95.6	74,914	96.3	102	27.3	18.8	298	68,260	79.8	87.7
	2011	358	76,549	343	96.0	74,028	96.7	106	29.6	16.5	284	69,542	79.4	90.8
	2012	487	78,926	467	95.9	76,419	96.8	185	38.0	15.7	355	70,080	72.9	88.8

Teachers: 29

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	21	72.4
Hispanic	2	6.9
White	4	13.8
Multiple	2	6.9
Other	0	0.0

Gender	Number	Percentage
Female	25	86.2
Male	4	13.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2009-10	5.9	—
2010-11	8.7	89.3
2011-12	6.1	96.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.4
1	1	3.4
2	0	0.0
3	2	6.9
4	2	6.9
5	0	0.0
1-3	3	10.3
More than 3	25	86.2
1 - 5	5	17.2
6 - 10	6	20.7
11 - 20	9	31.0
More than 20	8	27.6

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		82.4	*	82.1	*	*	72.7		79.5	85.0	82.3	84.0	79
4	2010													
	2011													
	2012		60.0	*	60.9		*	42.3		69.0	54.3	60.9	76.8	64
5	2010													
	2011													
	2012		60.0	*	61.7	*	*	44.4		52.6	70.0	63.3	80.3	49
3-5	2010													
	2011													
	2012		69.3	90.9	69.8	*	87.5	56.7		70.1	70.5	70.3	80.3	192

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	179	11	189	5	8	97	0	87	105	192	22,169		

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	*	21	*	*	19		20	22	21	23	79
4	2010													
	2011													
	2012		21	*	21		*	17		22	21	21	26	64
5	2010													
	2011													
	2012		24	*	24	*	*	20		22	25	24	29	49
3-5	2010													
	2011													
	2012		22	27	22	*	29	19		21	23	22	26	192

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	179	11	189	5	8	97	0	87	105	192	22,169		

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	58.0	50.7	53.9
4	2010			
	2011			
	2012	48.0	49.7	47.5
5	2010			
	2011			
	2012	54.3	48.0	55.6
3-5	2010			
	2011			
	2012	53.7	49.7	52.2

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)
4	2010													
	2011													
	2012		22	*	22		*	19		22	22	22	24	64

NUMBER TESTED IN GRADE 4														
2010														0
2011														0
2012	0	60	4	64	0	2	26	0	29	35	64		7,036	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Composition ¹ GR 4: Personal Narrative GR 7: Expository	1. Composition ¹ GR 4: Expository GR 7: Personal Narrative	2. Revision	3. Editing
4	2010				
	2011				
	2012	3.8	3.5	53.5	52.2

¹Average score points (range 0-8). A STAAR composition is rated twice on a scale of 1 to 4, and the ratings are summed to determine score points for the composition. Score point scale: 0=Non-scorable; 2=Very Limited; 3=between Very Limited and Basic; 4=Basic; 5=between Basic and Satisfactory; 6=Satisfactory; 7=between Satisfactory and Accomplished; 8=Accomplished

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		60.3	*	62.3	*	*	54.5		48.7	74.4	61.5	77.0	78
4	2010													
	2011													
	2012		50.0	*	51.6		*	38.5		65.5	40.0	51.6	79.5	64
5	2010													
	2011													
	2012		45.7	*	45.8	*	*	35.7		42.1	51.6	48.0	76.2	50
3-5	2010													
	2011													
	2012		53.1	90.9	54.5	*	87.5	44.9		52.9	56.2	54.7	77.6	192

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	179	11	189	5	8	98	0	87	105	192	35,367		

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	*	21	*	*	19		19	24	21	27	78
4	2010													
	2011													
	2012		20	*	20		*	19		23	18	20	28	64
5	2010													
	2011													
	2012		22	*	23	*	*	20		22	23	23	30	50

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	47.9	49.5	49.7	46.8	34.0
4	2010					
	2011					
	2012	42.4	45.6	45.2	39.3	37.5
5	2010					
	2011					
	2012	46.2	48.3	51.4	41.0	42.9
3-5	2010					
	2011					
	2012	45.6	47.9	48.7	42.8	37.5

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)
5	2010													
	2011													
	2012		23	*	24	*	*	21		23	24	24	30	52

NUMBER TESTED IN GRADE 5														
2010														0
2011														0
2012	0	48	3	51	2	3	28	0	19	33	52	10,697		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Matter and Energy	2. Force, Motion, and Energy	3. Earth and Space	4. Organisms and Environments
5	2010				
	2011				
	2012	58.2	62.7	48.4	48.9

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	28.6	65.2	60.2	61.2	103
	2011	54.8	70.5	62.8	63.3	86
	2012	*	75.3	76.3	62.2	80
1	2010	67.7	85.9	80.0	55.2	95
	2011	70.2	88.4	81.0	58.1	116
	2012	85.7	87.2	86.8	55.4	91
2	2010	20.0	65.9	40.7	48.6	91
	2011	41.7	75.0	54.2	50.6	96
	2012	29.7	76.3	58.3	49.8	96
5	2010					0
	2011				36.2	0
	2012	16.2	73.3	32.7	37.2	52
1-5	2010	38.3	78.1	60.8	51.9	186
	2011	54.2	83.8	68.9	47.2	212
	2012	33.0	81.6	63.6	46.3	239

Number Tested	2010	95	194	289	20,252	
	2011	149	149	298	29,740	
	2012	91	229	319	30,807	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2010	28.6	38.9	37.5	51.2	104
	2011	53.5	56.8	55.2	56.8	87
	2012	*	64.6	64.6	55.1	82
1	2010	43.8	69.2	60.8	48.8	97
	2011	62.2	84.1	75.4	53.1	114
	2012	71.4	72.0	71.9	50.7	89
2	2010	71.4	87.8	78.9	54.6	90
	2011	85.0	94.4	88.5	56.8	96
	2012	78.4	86.2	83.2	57.9	95
5	2010					0
	2011				44.8	0
	2012	8.8	60.0	24.5	43.8	49
K-5	2010	55.8	59.2	58.1	51.5	291
	2011	68.9	78.5	73.7	53.3	297
	2012	50.0	72.2	66.0	52.2	315

Number Tested	2010	95	196	291	40,163	
	2011	148	149	297	51,019	
	2012	88	227	315	51,521	

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	*	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
	2012		74.7	*	76.3	*	*	*		80.0	72.5	76.3	62.2	80
1	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
	2012		86.2	*	86.4	*	*	85.7		87.5	86.0	86.8	55.4	91
2	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	50.6	96
	2012	*	58.0	57.1	57.0	*	*	29.7		47.1	71.1	58.3	49.8	96
1-2	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
	2012	*	72.0	72.7	71.3	16.7	*	45.1		66.7	78.4	72.2	52.7	187
5	2010													0
	2011												36.2	0
	2012		34.0	*	30.4	16.7	*	16.2		36.8	30.3	32.7	37.2	52
1-5	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	47.2	212
	2012	*	63.6	61.5	63.0	16.7	42.9	33.0		61.9	65.3	63.6	46.3	239

Number Tested	2010	0	178	8	178	7	2	81	0	104	82	186	13,990
	2011	1	198	13	202	9	8	107	0	112	100	212	22,979
	2012	1	225	13	227	12	7	88	0	118	121	239	23,868

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	*	23	*	23		*	1		11	12	23	1,717	103
	2011		24	*	24	*	*	12		12	12	24	2,106	86
	2012		43	*	47	*	*	*		27	20	47	2,027	80
1	2010		36	*	35	*	*	7		20	18	38	1,729	95
	2011	*	56	5	59	*	*	15		28	33	61	1,963	116
	2012		50	*	53	*	*	7		31	23	54	1,963	91
2	2010		2	*	2	*	*	0		0	2	2	954	91
	2011		14	3	14	1	*	6		9	8	17	1,018	96
	2012	*	10	1	10	*	*	2		6	5	11	1,017	96
1-2	2010		38	2	37	0	*	7		20	20	40	2,683	186
	2011	*	70	8	73	1	4	21		37	41	78	2,981	212
	2012	*	60	5	63	0	*	9		37	28	65	2,981	187
5	2010													0
	2011												701	0
	2012		1	*	1	0	*	0		1	0	1	822	52
1-5	2010		38	2	37	0	*	7		20	20	40	2,683	186
	2011	*	70	8	73	1	4	21		37	41	78	3,692	212
	2012	*	61	5	64	0	2	9		38	28	66	3,803	239

Number Tested	2010	0	178	8	178	7	2	81	0	104	82	186	13,990
	2011	1	198	13	202	9	8	107	0	112	100	212	22,979
	2012	1	225	13	227	12	7	88	0	118	121	239	23,868

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	*	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
	2012		63.6	*	64.6	*	*	*		69.0	60.0	64.6	55.1	82
1	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
	2012		70.2	*	71.8	*	*	71.4		73.9	69.8	71.9	50.7	89
2	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
	2012	*	81.6	100.0	82.6	*	*	78.4		76.0	91.1	83.2	57.9	95
K-2	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
	2012	*	72.2	94.1	73.4	28.6	85.7	75.9		73.2	74.2	73.7	54.5	266
5	2010													0
	2011												44.8	0
	2012		25.5	*	20.5	*	*	8.8		26.3	23.3	24.5	43.8	49
K-5	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	53.3	297
	2012	*	64.7	84.2	65.7	20.0	66.7	50.0		67.5	64.6	66.0	52.2	315

Number Tested	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	51,019
	2012	1	295	19	303	10	9	88	0	157	158	315	51,521

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		*	1		8	5	13	2,358	104
	2011		15	*	16	*	*	10		8	8	16	2,815	87
	2012		24	*	25	*	*	*		12	13	25	2,472	82
1	2010		18	*	19	*	*	1		7	13	20	2,266	97
	2011	*	50	3	52	*	*	12		24	29	53	2,716	114
	2012		30	*	33	*	*	4		14	21	35	2,473	89
2	2010		24	*	24	*	*	9		16	9	25	2,484	90
	2011		57	4	58	2	*	31		28	33	61	2,746	96
	2012	*	37	4	40	*	*	13		16	25	41	2,843	95
K-2	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
	2012	*	91	10	98	0	4	18		42	59	101	7,788	266
5	2010													0
	2011												1,395	0
	2012		3	*	2	*	*	0		2	1	3	1,426	49
K-5	2010	*	55	3	56	1	*	11		31	27	58	7,108	291
	2011	*	122	8	126	2	6	53		60	70	130	9,696	297
	2012	*	94	10	100	0	4	18		44	60	104	9,214	315

Number Tested	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	51,019
	2012	1	295	19	303	10	9	88	0	157	158	315	51,521

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		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
	2012		69.3	*	70.0	*	*	71.4		73.5	68.2	71.0	62.5	93
2	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
	2012	*	94.3	100.0	94.6	*	*	94.6		92.2	97.8	94.8	63.6	96
1-2	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
	2012	*	81.8	100.0	82.5	50.0	*	88.2		83.0	83.1	83.1	63.0	189
5	2010													0
	2011												48.6	0
	2012		35.3	*	38.3	57.1	*	29.7		26.3	44.1	37.7	45.9	53
1-5	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	59.7	210
	2012	*	71.4	100.0	73.5	53.8	100.0	63.6		73.9	72.4	73.1	57.8	242

Number Tested	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	38,176
	2012	1	227	14	230	13	7	88	0	119	123	242	38,650

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		45	*	44	*	*	12		24	23	47	4,129	97
	2011	*	49	6	52	*	*	17		27	28	55	4,427	114
	2012		37	*	40	*	*	6		20	22	42	4,060	93
2	2010		71	*	74	*	*	40		37	39	76	3,776	91
	2011		83	5	82	3	*	53		44	44	88	3,810	96
	2012	*	67	7	73	*	*	27		36	39	75	3,820	96
1-2	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
	2012	*	104	12	113	3	*	33		56	61	117	7,880	189
5	2010													0
	2011												1,416	0
	2012		3	*	2	1	*	1		0	3	3	1,169	53
1-5	2010		116	7	118	1	*	52		61	62	123	7,905	188
	2011	*	132	11	134	3	8	70		71	72	143	9,660	210
	2012	*	107	12	115	4	5	34		56	64	120	9,049	242


Number Tested	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	38,176
	2012	1	227	14	230	13	7	88	0	119	123	242	38,650

PERFORMANCE IN 2012

Grade (2010-11)	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
(N Rated)	2012 Level										
ALL (16)	Beginning	2	13.3	2	13.3	2	13.3	1	6.3	1	6.7
	Intermediate	1	6.7	1	6.7	4	26.7	2	12.5	2	13.3
	Advanced	7	46.7	9	60.0	5	33.3	4	25.0	3	20.0
	Advanced High	5	33.3	3	20.0	4	26.7	9	56.3	9	60.0

**PROGRESSION FROM
2011 TO 2012**

Number Rated Both Years	2012 Level	2011 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
12 9 (75.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	1	0	2	
	Advanced High	1	1	6	

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