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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 196

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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	22
KN	53
1	68
2	51
3	54
4	58
5	46
ALL	352

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	280	79.5	22	81.5
American Indian/Alaska Native	1	0.3	*	*
Asian/Hawaiian/Pacific Islander	10	2.8	*	*
Hispanic	54	15.3	0	0.0
White	6	1.7	5	18.5
Multiple	1	0.3	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	171	48.6
Economically disadvantaged	342	97.2
Limited English proficient (LEP)	24	6.8
Special education	41	11.6
Talented and Gifted (TAG)	56	15.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2010	34	28	82.4	1	2.9	2	5.9	3	8.8	0	0.0	—	—
	2011	21	19	90.5	1	4.8	0	0.0	1	4.8	0	0.0	0	0.0
	2012	22	21	95.5	0	0.0	0	0.0	1	4.5	0	0.0	0	0.0
KN	2010	51	36	70.6	0	0.0	1	2.0	12	23.5	2	3.9	—	—
	2011	53	46	86.8	0	0.0	3	5.7	4	7.5	0	0.0	0	0.0
	2012	53	47	88.7	0	0.0	0	0.0	6	11.3	0	0.0	0	0.0
1	2010	47	39	83.0	0	0.0	1	2.1	7	14.9	0	0.0	—	—
	2011	62	46	74.2	1	1.6	1	1.6	14	22.6	0	0.0	0	0.0
	2012	68	55	80.9	1	1.5	4	5.9	8	11.8	0	0.0	0	0.0
2	2010	50	44	88.0	0	0.0	1	2.0	5	10.0	0	0.0	—	—
	2011	54	43	79.6	0	0.0	1	1.9	9	16.7	0	0.0	1	1.9
	2012	51	35	68.6	0	0.0	1	2.0	14	27.5	1	2.0	0	0.0
3	2010	49	36	73.5	0	0.0	2	4.1	11	22.4	0	0.0	—	—
	2011	61	56	91.8	0	0.0	1	1.6	3	4.9	1	1.6	0	0.0
	2012	54	41	75.9	0	0.0	2	3.7	9	16.7	2	3.7	0	0.0
4	2010	41	32	78.0	0	0.0	0	0.0	9	22.0	0	0.0	—	—
	2011	51	36	70.6	0	0.0	0	0.0	13	25.5	0	0.0	2	3.9
	2012	58	50	86.2	0	0.0	1	1.7	4	6.9	2	3.4	1	1.7
5	2010	41	32	78.0	0	0.0	1	2.4	7	17.1	1	2.4	—	—
	2011	40	33	82.5	0	0.0	0	0.0	7	17.5	0	0.0	0	0.0
	2012	46	31	67.4	0	0.0	2	4.3	12	26.1	1	2.2	0	0.0
PK-5	2010	313	247	78.9	1	0.3	8	2.6	54	17.3	3	1.0	—	—
	2011	342	279	81.6	2	0.6	6	1.8	51	14.9	1	0.3	3	0.9
	2012	352	280	79.5	1	0.3	10	2.8	54	15.3	6	1.7	1	0.3

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	34	34	100.0	0	0.0	1	2.9	11	32.4	0	0.0	32	94.1	38.2	61.8	5.9
	2011	21	21	100.0	0	0.0	0	0.0	0	0.0	0	0.0	21	100.0	52.4	47.6	0.0
	2012	22	20	90.9	1	4.5	0	0.0	1	4.5	0	0.0	22	100.0	18.2	81.8	0.0
KN	2010	51	49	96.1	1	2.0	3	5.9	13	25.5	6	11.8	27	52.9	49.0	51.0	5.9
	2011	53	51	96.2	2	3.8	1	1.9	3	5.7	0	0.0	26	49.1	43.4	56.6	3.8
	2012	53	51	96.2	1	1.9	3	5.7	2	3.8	8	15.1	35	66.0	39.6	60.4	0.0
1	2010	47	47	100.0	4	8.5	1	2.1	21	44.7	6	12.8	1	2.1	51.1	48.9	6.4
	2011	62	60	96.8	3	4.8	3	4.8	30	48.4	8	12.9	8	12.9	51.6	48.4	3.2
	2012	68	66	97.1	3	4.4	4	5.9	14	20.6	16	23.5	15	22.1	44.1	55.9	1.5
2	2010	50	49	98.0	3	6.0	3	6.0	36	72.0	8	16.0	3	6.0	52.0	48.0	2.0
	2011	54	52	96.3	4	7.4	5	9.3	29	53.7	8	14.8	3	5.6	59.3	40.7	7.4
	2012	51	49	96.1	4	7.8	1	2.0	33	64.7	7	13.7	4	7.8	47.1	52.9	3.9
3	2010	49	49	100.0	6	12.2	3	6.1	35	71.4	3	6.1	4	8.2	46.9	53.1	0.0
	2011	61	60	98.4	2	3.3	3	4.9	43	70.5	10	16.4	8	13.1	59.0	41.0	0.0
	2012	54	53	98.1	5	9.3	8	14.8	37	68.5	9	16.7	7	13.0	59.3	40.7	0.0
4	2010	41	40	97.6	5	12.2	2	4.9	21	51.2	9	22.0	3	7.3	48.8	51.2	0.0
	2011	51	50	98.0	5	9.8	7	13.7	21	41.2	7	13.7	3	5.9	49.0	51.0	0.0
	2012	58	57	98.3	4	6.9	13	22.4	48	82.8	9	15.5	3	5.2	50.0	50.0	0.0
5	2010	41	40	97.6	4	9.8	3	7.3	22	53.7	4	9.8	5	12.2	46.3	53.7	0.0
	2011	40	40	100.0	5	12.5	4	10.0	20	50.0	7	17.5	4	10.0	52.5	47.5	0.0
	2012	46	46	100.0	6	13.0	12	26.1	36	78.3	7	15.2	1	2.2	50.0	50.0	0.0
PK-5	2010	313	308	98.4	23	7.3	16	5.1	159	50.8	36	11.5	75	24.0	47.9	52.1	2.9
	2011	342	334	97.7	21	6.1	23	6.7	146	42.7	40	11.7	73	21.3	52.6	47.4	2.3
	2012	352	342	97.2	24	6.8	41	11.6	171	48.6	56	15.9	87	24.7	46.3	53.7	0.9

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	49	13,234	45	92.8	12,616	95.3	13	26.6	21.5	35	11,233	71.5	84.9
	2011	52	13,211	50	95.9	12,645	95.7	16	30.8	21.4	43	11,602	82.7	87.8
	2012	52	13,633	49	94.6	13,086	96.0	18	34.7	20.1	37	11,731	71.4	86.0
1	2010	46	13,848	44	94.9	13,286	95.9	4	8.7	20.0	46	11,978	99.8	86.5
	2011	61	13,458	58	94.7	12,967	96.4	14	22.9	19.0	48	12,047	78.5	89.5
	2012	67	14,026	64	96.2	13,533	96.5	19	28.4	18.6	53	12,292	79.2	87.6
2	2010	51	13,441	48	94.8	12,947	96.3	20	39.3	18.9	40	11,794	78.7	87.7
	2011	54	13,013	52	96.0	12,593	96.8	14	26.0	17.1	45	11,853	83.7	91.1
	2012	51	13,338	50	97.2	12,932	97.0	12	23.4	17.0	45	11,883	87.9	89.1
3	2010	49	13,291	46	94.7	12,854	96.7	12	24.6	17.6	41	11,815	84.2	88.9
	2011	60	12,619	58	97.1	12,254	97.1	8	13.3	16.6	55	11,604	91.6	92.0
	2012	50	12,874	49	97.0	12,508	97.2	14	27.9	15.6	45	11,592	89.5	90.0
4	2010	42	12,300	40	93.6	11,900	96.8	7	16.5	17.2	34	10,987	80.3	89.3
	2011	50	12,506	48	95.9	12,150	97.1	7	13.9	15.7	43	11,544	85.3	92.3
	2012	56	12,493	54	96.4	12,139	97.2	13	23.0	16.7	47	11,218	83.3	89.8
5	2010	40	11,688	39	95.6	11,310	96.8	8	19.8	17.0	34	10,453	84.1	89.4
	2011	41	11,742	39	95.8	11,419	97.2	2	4.9	8.2	37	10,892	91.1	92.8
	2012	46	12,562	44	96.0	12,220	97.3	5	10.8	5.4	37	11,364	79.9	90.5
KN-5	2010	277	77,802	262	94.4	74,914	96.3	64	23.1	18.8	230	68,260	82.9	87.7
	2011	318	76,549	305	95.9	74,028	96.7	61	19.2	16.5	271	69,542	85.2	90.8
	2012	323	78,926	311	96.2	76,419	96.8	81	25.1	15.7	264	70,080	81.7	88.8

Teachers: 27

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	22	81.5
Hispanic	0	0.0
White	5	18.5
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	21	77.8
Male	6	22.2

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2009-10	7.4	—
2010-11	6.2	83.3
2011-12	5.7	88.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	5	18.5
2	1	3.7
3	1	3.7
4	1	3.7
5	1	3.7
1-3	7	25.9
More than 3	20	74.1
1 - 5	9	33.3
6 - 10	8	29.6
11 - 20	2	7.4
More than 20	8	29.6

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	*	81.1	62.5	77.1	*	*	65.5		67.7	94.4	77.6	84.0	49
4	2010													
	2011													
	2012	*	69.0	*	68.8	*	*	48.1		72.7	65.4	68.8	76.8	48
5	2010													
	2011													
	2012	*	66.7	63.6	71.1	*	100.0	45.5		71.4	66.7	69.2	80.3	39
3-5	2010													
	2011													
	2012	*	72.8	63.6	72.4	100.0	75.0	53.8		70.3	74.2	72.1	80.3	136

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	4	103	22	134	6	12	78	0	74	62	136	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	*	25	20	23	*	*	20		23	25	24	23	49
4	2010													
	2011													
	2012	*	24	*	24	*	*	19		23	25	24	26	48
5	2010													
	2011													
	2012	*	25	27	26	*	30	22		25	27	26	29	39
3-5	2010													
	2011													
	2012	*	24	24	24	29	25	20		24	26	25	26	136

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	4	103	22	134	6	12	78	0	74	62	136	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	63.6	55.3	62.2
4	2010			
	2011			
	2012	55.4	58.3	50.7
5	2010			
	2011			
	2012	55.6	54.4	59.0
3-5	2010			
	2011			
	2012	58.4	56.1	57.2

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	*	25	*	25	*	*	22		23	25	25	24	48

NUMBER TESTED IN GRADE 4														
2010														0
2011														0
2012	1	42	3	48	1	2	27	0	22	26	48		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	4.7	4.2	57.2	55.3

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	*	91.7	83.3	88.6	*	*	84.0		85.2	94.4	88.9	77.0	45
4	2010													
	2011													
	2012	*	53.5	*	57.1	*	*	46.4		56.5	57.7	57.1	79.5	49
5	2010													
	2011													
	2012	*	58.3	63.6	65.8	*	100.0	40.9		57.1	72.2	64.1	76.2	39
3-5	2010													
	2011													
	2012	*	68.0	75.0	70.2	83.3	88.9	57.3		67.6	72.6	69.9	77.6	133

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	4	103	20	131	6	9	75	0	71	62	133	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	*	30	29	30	*	*	25		31	29	30	27	45
4	2010													
	2011													
	2012	*	22	*	23	*	*	20		23	23	23	28	49
5	2010													
	2011													
	2012	*	25	26	26	*	32	22		25	28	26	30	39

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	64.7	59.2	73.3	66.1	59.6
4	2010					
	2011					
	2012	49.6	54.1	43.2	42.6	56.3
5	2010					
	2011					
	2012	54.1	53.8	47.3	39.4	59.4
3-5	2010					
	2011					
	2012	56.0	55.7	54.6	49.6	58.4

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	*	28	30	29	*	36	26		29	30	29	30	39

NUMBER TESTED IN GRADE 5														
2010														0
2011														0
2012	1	24	11	38	2	6	23	0	21	18	39	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	72.1	67.4	69.7	59.9

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	0.0	32.4	25.0	61.2	44
	2011	*	49.0	47.3	63.3	55
	2012	*	60.8	60.4	62.2	53
1	2010	22.7	83.3	54.3	55.2	46
	2011	33.3	78.1	57.6	58.1	59
	2012	38.5	70.4	64.2	55.4	67
2	2010	5.7	62.5	23.5	48.6	51
	2011	17.2	68.0	40.7	50.6	54
	2012	27.3	77.8	45.1	49.8	51
5	2010					0
	2011					0
	2012					0
1-5	2010	12.3	75.0	38.1	51.9	97
	2011	23.3	64.0	43.9	47.2	148
	2012	30.4	72.2	55.9	46.3	118

Number Tested	2010	67	74	141	20,252	
	2011	77	126	203	29,740	
	2012	48	123	171	30,807	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2010	9.1	51.4	41.7	51.2	48
	2011	*	63.5	62.5	56.8	56
	2012	*	54.9	54.7	55.1	53
1	2010	40.9	69.2	56.3	48.8	48
	2011	20.7	59.4	41.0	53.1	61
	2012	21.4	55.6	48.5	50.7	68
2	2010	37.1	75.0	49.0	54.6	51
	2011	34.5	68.0	50.0	56.8	54
	2012	18.2	72.2	37.3	57.9	51
5	2010					0
	2011	11.1	23.5	17.1	44.8	35
	2012	20.7	30.0	23.1	43.8	39
K-5	2010	33.8	62.0	49.0	51.5	147
	2011	25.0	57.9	45.1	53.3	206
	2012	20.5	55.6	42.7	52.2	211

Number Tested	2010	68	79	147	40,163	
	2011	80	126	206	51,019	
	2012	78	133	211	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	*	25.0	33.3	21.4	*	*	0.0		26.1	23.8	25.0	61.2	44
	2011		49.0	*	47.2	*	*	*		44.0	50.0	47.3	63.3	55
	2012		61.7	50.0	61.2	*	*	*		57.1	62.5	60.4	62.2	53
1	2010		54.1	50.0	54.3	*	*	22.7		54.5	54.2	54.3	55.2	46
	2011		62.8	50.0	57.9		*	33.3		48.3	66.7	57.6	58.1	59
	2012		67.3	50.0	65.1	*	*	38.5		55.2	71.1	64.2	55.4	67
2	2010		23.9	*	25.5	*	*	5.7		17.9	30.4	23.5	48.6	51
	2011		41.9	22.2	38.5	*	*	17.2		50.0	27.3	40.7	50.6	54
	2012	*	51.4	35.7	44.7	*	*	27.3		41.7	48.1	45.1	49.8	51
1-2	2010		37.3	41.7	39.8	*	28.6	12.3		34.0	42.6	38.1	51.9	97
	2011		52.3	39.1	48.6	*	28.6	25.0		49.2	50.0	49.6	54.4	113
	2012	*	61.1	40.9	56.4	*	33.3	30.4		49.1	61.5	55.9	52.7	118
1-5	2010		37.3	41.7	39.8	*	28.6	12.3		34.0	42.6	38.1	51.9	97
	2011		44.7	40.0	43.0	12.5	27.3	23.3		43.0	44.9	43.9	47.2	148
	2012	*	61.1	40.9	56.4	*	33.3	30.4		49.1	61.5	55.9	46.3	118

Number Tested	2010	0	83	12	93	4	7	57	0	50	47	97	13,990
	2011	0	114	30	142	8	11	73	0	79	69	148	22,979
	2012	1	90	22	110	3	6	46	0	53	65	118	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	*	2	0	2	*	*	0		0	2	2	1,717	44
	2011		13	*	13	*	*	*		4	10	14	2,106	55
	2012		9	1	9	*	*	*		1	9	10	2,027	53
1	2010		8	0	8	*	*	1		4	4	8	1,729	46
	2011		4	4	7		*	1		3	5	8	1,963	59
	2012		18	0	16	*	*	0		6	12	18	1,963	67
2	2010		1	*	1	*	*	0		1	0	1	954	51
	2011		5	0	5	*	*	0		5	1	6	1,018	54
	2012	*	2	0	2	*	*	0		0	2	2	1,017	51
1-2	2010		9	0	9	*	0	1		5	4	9	2,683	97
	2011		9	4	12	*	0	1		8	6	14	2,981	113
	2012	*	20	0	18	*	0	0		6	14	20	2,981	118
1-5	2010		9	0	9	*	0	1		5	4	9	2,683	97
	2011		11	5	14	1	0	2		9	8	17	3,692	148
	2012	*	20	0	18	*	0	0		6	14	20	3,803	118

Number Tested	2010	0	83	12	93	4	7	57	0	50	47	97	13,990
	2011	0	114	30	142	8	11	73	0	79	69	148	22,979
	2012	1	90	22	110	3	6	46	0	53	65	118	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	*	41.2	45.5	39.1	*	*	9.1		43.5	40.0	41.7	51.2	48
	2011		60.0	*	63.0	*	*	*		48.0	74.2	62.5	56.8	56
	2012		55.3	50.0	57.1	*	*	*		52.4	56.3	54.7	55.1	53
1	2010		59.0	37.5	56.3	*	*	40.9		62.5	50.0	56.3	48.8	48
	2011		37.8	57.1	40.7	*	*	20.7		38.7	43.3	41.0	53.1	61
	2012		56.4	0.0	48.4	*	*	21.4		43.3	52.6	48.5	50.7	68
2	2010		46.7	*	51.1	*	*	37.1		48.1	50.0	49.0	54.6	51
	2011		48.8	44.4	48.1	*	*	34.5		56.3	40.9	50.0	56.8	54
	2012	*	37.1	42.9	38.3	*	*	18.2		41.7	33.3	37.3	57.9	51
K-2	2010	*	49.2	45.8	48.9	16.7	33.3	33.8		51.4	46.6	49.0	51.5	147
	2011		49.3	55.6	50.3	33.3	50.0	29.0		47.7	54.2	50.9	55.6	171
	2012	*	51.1	32.1	48.1	*	25.0	20.4		45.3	48.5	47.1	54.5	172
5	2010													0
	2011		14.8	25.0	15.2	*	*	11.1		22.2	11.8	17.1	44.8	35
	2012		15.4	45.5	23.7	0.0	*	20.7		23.5	22.7	23.1	43.8	39
K-5	2010	*	49.2	45.8	48.9	16.7	33.3	33.8		51.4	46.6	49.0	51.5	147
	2011		43.6	48.6	44.4	25.0	38.5	25.0		43.4	47.0	45.1	53.3	206
	2012	*	45.4	35.9	43.4	9.1	33.3	20.5		41.3	43.7	42.7	52.2	211

Number Tested	2010	2	118	24	141	6	9	68	0	74	73	147	40,163
	2011	0	165	35	198	12	13	80	0	106	100	206	51,019
	2012	1	163	39	198	11	12	78	0	92	119	211	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	*	0	0	0	*	*	0		0	0	0	2,358	48
	2011		11	*	11	*	*	*		2	10	12	2,815	56
	2012		8	1	8	*	*	*		3	6	9	2,472	53
1	2010		6	1	8	*	*	2		4	4	8	2,266	48
	2011		2	2	3	*	*	1		2	2	4	2,716	61
	2012		6	0	5	*	*	0		1	5	6	2,473	68
2	2010		4	*	4	*	*	1		3	1	4	2,484	51
	2011		4	1	6	*	*	0		4	2	6	2,746	54
	2012	*	1	2	2	*	*	1		2	1	3	2,843	51
K-2	2010	*	10	1	12	0	1	3		7	5	12	7,108	147
	2011		17	4	20	1	1	1		8	14	22	8,277	171
	2012	*	15	3	15	*	1	1		6	12	18	7,788	172
5	2010													0
	2011		0	1	0	*	*	1		1	0	1	1,395	35
	2012		0	0	0	0	*	0		0	0	0	1,426	39
K-5	2010	*	10	1	12	0	1	3		7	5	12	7,108	147
	2011		17	5	20	1	1	2		9	14	23	9,696	206
	2012	*	15	3	15	0	1	1		6	12	18	9,214	211

Number Tested	2010	2	118	24	141	6	9	68	0	74	73	147	40,163
	2011	0	165	35	198	12	13	80	0	106	100	206	51,019
	2012	1	163	39	198	11	12	78	0	92	119	211	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		64.1	75.0	66.7	*	*	59.1		70.8	62.5	66.7	63.5	48
	2011		62.2	78.6	64.4	*	*	51.7		67.7	63.3	65.6	66.7	61
	2012		67.3	50.0	64.1	*	*	57.1		56.7	71.1	64.7	62.5	68
2	2010		55.6	*	59.6	*	*	51.4		59.3	54.2	56.9	61.4	51
	2011		53.5	66.7	57.7	*	*	48.3		68.8	40.9	57.4	62.0	54
	2012	*	42.9	42.9	42.6	*	*	27.3		45.8	37.0	41.2	63.6	51
1-2	2010		59.5	69.2	63.2	*	62.5	54.4		64.7	58.3	61.6	62.5	99
	2011		58.0	73.9	61.3	28.6	57.1	50.0		68.3	53.8	61.7	64.4	115
	2012	*	57.8	45.5	55.0	*	42.9	36.2		51.9	56.9	54.6	63.0	119
5	2010													0
	2011		17.2	37.5	20.0	*	*	21.1		21.1	22.2	21.6	48.6	37
	2012		18.5	27.3	25.6	0.0	*	23.3		17.6	30.4	25.0	45.9	40
1-5	2010		59.5	69.2	63.2	*	62.5	54.4		64.7	58.3	61.6	62.5	99
	2011		47.9	64.5	51.4	20.0	50.0	42.9		57.3	45.7	52.0	59.7	152
	2012	*	48.7	39.4	47.3	0.0	54.5	31.2		43.7	50.0	47.2	57.8	159

Number Tested	2010	0	84	13	95	4	8	57	0	51	48	99	26,937
	2011	0	117	31	146	10	12	77	0	82	70	152	38,176
	2012	1	117	33	150	10	11	77	0	71	88	159	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		9	5	15	*	*	8		8	7	15	4,129	48
	2011		9	3	11	*	*	3		7	5	12	4,427	61
	2012		20	0	20	*	*	2		9	12	21	4,060	68
2	2010		12	*	12	*	*	5		7	6	13	3,776	51
	2011		8	2	11	*	*	3		8	4	12	3,810	54
	2012	*	6	3	8	*	*	3		5	4	9	3,820	51
1-2	2010		21	6	27	*	4	13		15	13	28	7,905	99
	2011		17	5	22	0	2	6		15	9	24	8,237	115
	2012	*	26	3	28	*	1	5		14	16	30	7,880	119
5	2010													0
	2011		0	0	0	*	*	0		0	0	0	1,416	37
	2012		0	0	0	0	*	0		0	0	0	1,169	40
1-5	2010		21	6	27	*	4	13		15	13	28	7,905	99
	2011		17	5	22	0	2	6		15	9	24	9,660	152
	2012	*	26	3	28	0	1	5		14	16	30	9,049	159

Number Tested	2010	0	84	13	95	4	8	57	0	51	48	99	26,937
	2011	0	117	31	146	10	12	77	0	82	70	152	38,176
	2012	1	117	33	150	10	11	77	0	71	88	159	38,650

PERFORMANCE IN 2012

Grade (2010-11)	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (6)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	1	16.7	0	0.0	0	0.0
	Advanced	2	33.3	2	33.3	1	16.7	0	0.0	0	0.0
	Advanced High	4	66.7	4	66.7	4	66.7	6	100.0	6	100.0
ALL (23)	Beginning	8	34.8	6	26.1	9	39.1	7	30.4	7	30.4
	Intermediate	5	21.7	6	26.1	6	26.1	5	21.7	5	21.7
	Advanced	5	21.7	6	26.1	2	8.7	2	8.7	2	8.7
	Advanced High	5	21.7	5	21.7	6	26.1	9	39.1	9	39.1

**PROGRESSION FROM
2011 TO 2012**

Number Rated Both Years	2012 Level	2011 Level			
		Beg	Int	Adv	Adv High
6 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	1	5	
18 (61.1%)	Beginning	2			
	Intermediate	1	4		
	Advanced	0	1	1	
	Advanced High	0	1	8	

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