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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 201

**CHARLES RICE**

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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	70
KN	103
1	89
2	83
3	66
4	78
5	83
ALL	572

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	549	96.0	30	88.2
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	23	4.0	0	0.0
White	0	0.0	4	11.8
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	170	29.7
Economically disadvantaged	537	93.9
Limited English proficient (LEP)	6	1.0
Special education	41	7.2
Talented and Gifted (TAG)	42	7.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2010	72	71	98.6	0	0.0	0	0.0	0	0.0	1	1.4	—	—
	2011	76	74	97.4	0	0.0	0	0.0	2	2.6	0	0.0	0	0.0
	2012	70	70	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
KN	2010	81	79	97.5	0	0.0	0	0.0	2	2.5	0	0.0	—	—
	2011	83	81	97.6	0	0.0	0	0.0	2	2.4	0	0.0	0	0.0
	2012	103	95	92.2	0	0.0	0	0.0	8	7.8	0	0.0	0	0.0
1	2010	58	57	98.3	0	0.0	0	0.0	1	1.7	0	0.0	—	—
	2011	85	81	95.3	0	0.0	0	0.0	3	3.5	0	0.0	1	1.2
	2012	89	86	96.6	0	0.0	0	0.0	3	3.4	0	0.0	0	0.0
2	2010	76	74	97.4	0	0.0	0	0.0	1	1.3	1	1.3	—	—
	2011	72	71	98.6	0	0.0	0	0.0	1	1.4	0	0.0	0	0.0
	2012	83	79	95.2	0	0.0	0	0.0	4	4.8	0	0.0	0	0.0
3	2010	95	94	98.9	0	0.0	0	0.0	0	0.0	1	1.1	—	—
	2011	73	72	98.6	0	0.0	0	0.0	1	1.4	0	0.0	0	0.0
	2012	66	64	97.0	0	0.0	0	0.0	2	3.0	0	0.0	0	0.0
4	2010	73	71	97.3	0	0.0	0	0.0	2	2.7	0	0.0	—	—
	2011	93	90	96.8	0	0.0	0	0.0	2	2.2	1	1.1	0	0.0
	2012	78	76	97.4	0	0.0	0	0.0	2	2.6	0	0.0	0	0.0
5	2010	64	60	93.8	0	0.0	0	0.0	4	6.3	0	0.0	—	—
	2011	57	56	98.2	0	0.0	0	0.0	1	1.8	0	0.0	0	0.0
	2012	83	79	95.2	0	0.0	0	0.0	4	4.8	0	0.0	0	0.0
PK-5	2010	519	506	97.5	0	0.0	0	0.0	10	1.9	3	0.6	—	—
	2011	539	525	97.4	0	0.0	0	0.0	12	2.2	1	0.2	1	0.2
	2012	572	549	96.0	0	0.0	0	0.0	23	4.0	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	72	66	91.7	0	0.0	1	1.4	0	0.0	0	0.0	49	68.1	50.0	50.0	31.9
	2011	76	70	92.1	0	0.0	0	0.0	0	0.0	0	0.0	54	71.1	44.7	55.3	28.9
	2012	70	63	90.0	0	0.0	1	1.4	0	0.0	0	0.0	58	82.9	41.4	58.6	18.6
KN	2010	81	78	96.3	1	1.2	1	1.2	29	35.8	0	0.0	27	33.3	56.8	43.2	1.2
	2011	83	74	89.2	0	0.0	1	1.2	42	50.6	0	0.0	36	43.4	44.6	55.4	0.0
	2012	103	98	95.1	1	1.0	3	2.9	4	3.9	0	0.0	41	39.8	56.3	43.7	0.0
1	2010	58	55	94.8	1	1.7	1	1.7	41	70.7	7	12.1	4	6.9	63.8	36.2	3.4
	2011	85	79	92.9	3	3.5	0	0.0	44	51.8	5	5.9	6	7.1	55.3	44.7	1.2
	2012	89	83	93.3	1	1.1	3	3.4	7	7.9	0	0.0	6	6.7	47.2	52.8	3.4
2	2010	76	74	97.4	0	0.0	3	3.9	42	55.3	13	17.1	3	3.9	52.6	47.4	1.3
	2011	72	69	95.8	1	1.4	2	2.8	39	54.2	6	8.3	5	6.9	56.9	43.1	8.3
	2012	83	75	90.4	2	2.4	10	12.0	40	48.2	6	7.2	4	4.8	59.0	41.0	2.4
3	2010	95	86	90.5	0	0.0	7	7.4	19	20.0	26	27.4	6	6.3	51.6	48.4	0.0
	2011	73	70	95.9	0	0.0	4	5.5	14	19.2	11	15.1	3	4.1	50.7	49.3	2.7
	2012	66	63	95.5	1	1.5	3	4.5	47	71.2	6	9.1	4	6.1	65.2	34.8	0.0
4	2010	73	68	93.2	0	0.0	17	23.3	15	20.5	11	15.1	6	8.2	50.7	49.3	0.0
	2011	93	87	93.5	0	0.0	14	15.1	11	11.8	22	23.7	2	2.2	51.6	48.4	1.1
	2012	78	77	98.7	0	0.0	9	11.5	45	57.7	11	14.1	6	7.7	55.1	44.9	0.0
5	2010	64	59	92.2	2	3.1	11	17.2	20	31.3	14	21.9	2	3.1	56.3	43.8	1.6
	2011	57	56	98.2	0	0.0	15	26.3	16	28.1	8	14.0	1	1.8	50.9	49.1	0.0
	2012	83	78	94.0	1	1.2	12	14.5	27	32.5	19	22.9	5	6.0	53.0	47.0	0.0
PK-5	2010	519	486	93.6	4	0.8	41	7.9	166	32.0	71	13.7	97	18.7	54.1	45.9	5.4
	2011	539	505	93.7	4	0.7	36	6.7	166	30.8	52	9.6	107	19.9	50.6	49.4	5.9
	2012	572	537	93.9	6	1.0	41	7.2	170	29.7	42	7.3	124	21.7	53.8	46.2	3.1

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	79	13,234	77	97.6	12,616	95.3	18	22.7	21.5	72	11,233	90.8	84.9
	2011	82	13,211	78	95.8	12,645	95.7	16	19.5	21.4	75	11,602	91.6	87.8
	2012	101	13,633	97	96.3	13,086	96.0	24	23.8	20.1	90	11,731	89.4	86.0
1	2010	57	13,848	56	97.0	13,286	95.9	7	12.2	20.0	52	11,978	90.5	86.5
	2011	83	13,458	79	95.2	12,967	96.4	18	21.6	19.0	72	12,047	86.3	89.5
	2012	87	14,026	84	96.1	13,533	96.5	12	13.7	18.6	78	12,292	89.2	87.6
2	2010	74	13,441	72	97.0	12,947	96.3	9	12.2	18.9	69	11,794	93.3	87.7
	2011	70	13,013	68	97.1	12,593	96.8	11	15.8	17.1	65	11,853	93.2	91.1
	2012	83	13,338	81	97.6	12,932	97.0	18	21.8	17.0	69	11,883	83.4	89.1
3	2010	92	13,291	89	96.8	12,854	96.7	19	20.8	17.6	83	11,815	90.7	88.9
	2011	71	12,619	69	97.1	12,254	97.1	11	15.4	16.6	64	11,604	89.6	92.0
	2012	66	12,874	64	97.6	12,508	97.2	11	16.7	15.6	61	11,592	92.7	90.0
4	2010	71	12,300	69	97.4	11,900	96.8	17	23.9	17.2	63	10,987	88.5	89.3
	2011	91	12,506	88	97.3	12,150	97.1	13	14.3	15.7	84	11,544	92.5	92.3
	2012	74	12,493	73	97.8	12,139	97.2	17	22.8	16.7	68	11,218	91.3	89.8
5	2010	64	11,688	62	96.7	11,310	96.8	12	18.9	17.0	57	10,453	89.6	89.4
	2011	57	11,742	54	95.2	11,419	97.2	2	3.5	8.2	52	10,892	90.9	92.8
	2012	82	12,562	79	96.8	12,220	97.3	6	7.3	5.4	76	11,364	92.8	90.5
KN-5	2010	437	77,802	424	97.1	74,914	96.3	82	18.8	18.8	396	68,260	90.6	87.7
	2011	455	76,549	438	96.3	74,028	96.7	71	15.6	16.5	412	69,542	90.6	90.8
	2012	493	78,926	478	97.0	76,419	96.8	88	17.8	15.7	442	70,080	89.6	88.8



Teachers: 34

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	30	88.2
Hispanic	0	0.0
White	4	11.8
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	32	94.1
Male	2	5.9

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2009-10	5.7	—
2010-11	7.6	97.0
2011-12	6.7	88.9

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	2.9
2	2	5.9
3	2	5.9
4	0	0.0
5	0	0.0
1-3	5	14.7
More than 3	29	85.3
1 - 5	5	14.7
6 - 10	4	11.8
11 - 20	12	35.3
More than 20	13	38.2

**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	*	96.8	*	94.9	*	*	91.2		93.2	100.0	95.5	84.0	66
4	2010													
	2011													
	2012		73.0	*	69.9	40.0		33.3		69.0	73.5	71.1	76.8	76
5	2010													
	2011													
	2012		84.4	*	84.9	9.1	*	44.4		73.8	94.7	83.8	80.3	80
3-5	2010													
	2011													
	2012	*	84.1	42.9	82.4	22.7	*	65.7		78.9	88.3	82.9	80.3	222

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	1	214	7	205	22	2	67	0	128	94	222	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	*	28	*	28	*	*	26		28	29	28	23	66
4	2010													
	2011													
	2012		25	*	25	16		18		24	26	25	26	76
5	2010													
	2011													
	2012		32	*	32	16	*	22		29	35	32	29	80
3-5	2010													
	2011													
	2012	*	29	24	28	16	*	23		27	30	28	26	222

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	1	214	7	205	22	2	67	0	128	94	222	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	77.0	69.6	69.8
4	2010			
	2011			
	2012	56.1	57.5	55.7
5	2010			
	2011			
	2012	73.6	67.3	69.6
3-5	2010			
	2011			
	2012	68.6	64.6	64.9

**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		23	*	23	15		18		21	25	23	24	75

NUMBER TESTED IN GRADE 4														
2010														0
2011														0
2012	0	73	2	72	9	0	14	0	41	34	75	7,036		

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

Grade	Year	REPORTING CATEGORY			
		1. Composition <sup>1</sup> GR 4: Personal Narrative GR 7: Expository	1. Composition <sup>1</sup> GR 4: Expository GR 7: Personal Narrative	2. Revision	3. Editing
4	2010				
	2011				
	2012	4.1	3.6	53.6	53.5

<sup>1</sup>Average 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=Nonscorable; 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	*	69.8	*	69.5	*	*	50.0		72.7	63.6	69.7	77.0	66
4	2010													
	2011													
	2012		71.6	*	68.5	20.0		33.3		66.7	73.5	69.7	79.5	76
5	2010													
	2011													
	2012		75.3	*	75.3	9.1	*	33.3		64.3	84.2	73.8	76.2	80
3-5	2010													
	2011													
	2012	*	72.4	28.6	71.2	13.6	*	41.8		68.0	75.5	71.2	77.6	222

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	1	214	7	205	22	2	67	0	128	94	222	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	*	24	*	24	*	*	19		25	23	24	27	66
4	2010													
	2011													
	2012		27	*	27	16		19		26	28	27	28	76
5	2010													
	2011													
	2012		30	*	30	12	*	16		27	32	29	30	80



**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	51.3	52.5	62.3	52.3	41.2
4	2010					
	2011					
	2012	58.9	51.3	58.2	55.4	51.1
5	2010					
	2011					
	2012	56.5	61.2	57.1	58.3	62.0
3-5	2010					
	2011					
	2012	55.8	55.2	59.0	55.5	52.1

**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		30	*	30	16	*	20		28	31	29	30	81

NUMBER TESTED IN GRADE 5														
2010														0
2011														0
2012	0	78	3	74	12	1	19	0	42	39	81	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	75.6	71.7	59.8	63.8

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the ITBS

Grade	Year	READING TOTAL (**READING PROFILE TOTAL)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2010	75.9	74.1	74.7	61.2	83
	2011	76.2	83.3	79.8	63.3	84
	2012	*	79.4	77.2	62.2	101
1	2010	79.5	94.4	84.2	55.2	57
	2011	82.9	95.3	89.3	58.1	84
	2012	57.1	80.2	78.4	55.4	88
2	2010	85.0	94.1	89.2	48.6	74
	2011	94.7	96.9	95.7	50.6	70
	2012	43.6	83.7	64.6	49.8	82
5	2010					0
	2011	5.9	36.6	27.6	36.2	58
	2012	7.1	42.6	30.5	37.2	82
1-5	2010	82.3	94.2	87.0	51.9	131
	2011	74.0	75.0	74.5	47.2	212
	2012	31.1	69.7	58.3	46.3	252

Number Tested	2010	108	106	214	20,252	
	2011	138	158	296	29,740	
	2012	78	275	353	30,807	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2010	58.6	72.2	67.5	51.2	83
	2011	64.3	81.0	72.6	56.8	84
	2012	*	81.6	81.4	55.1	102
1	2010	92.3	88.9	91.2	48.8	57
	2011	90.5	92.9	91.7	53.1	84
	2012	85.7	92.7	92.1	50.7	89
2	2010	85.7	94.3	89.6	54.6	77
	2011	39.5	60.6	49.3	56.8	71
	2012	67.5	88.4	78.3	57.9	83
5	2010					0
	2011	12.5	48.7	38.2	44.8	55
	2012	25.9	69.8	55.0	43.8	80
K-5	2010	80.9	82.2	81.6	51.5	217
	2011	59.4	71.8	66.0	53.3	294
	2012	55.1	83.7	77.4	52.2	354

Number Tested	2010	110	107	217	40,163	
	2011	138	156	294	51,019	
	2012	78	276	354	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		75.3	*	75.9	*	*	75.9		77.1	71.4	74.7	61.2	83
	2011	*	80.2	*	78.4	*		76.2		84.2	76.1	79.8	63.3	84
	2012		78.5	62.5	74.7	*	*	*		78.9	75.0	77.2	62.2	101
1	2010		85.7	*	83.0	*	*	79.5		83.3	85.7	84.2	55.2	57
	2011		88.9	*	90.8		*	82.9		87.2	91.9	89.3	58.1	84
	2012		80.0	*	77.8	*	*	57.1		78.6	78.3	78.4	55.4	88
2	2010	*	90.4		88.9	*		85.0		86.8	91.7	89.2	48.6	74
	2011		97.1	*	95.5	*	*	94.7		92.7	100.0	95.7	50.6	70
	2012		65.4	*	67.1	*	*	43.6		52.1	82.4	64.6	49.8	82
1-2	2010	*	88.4	*	86.4	*	*	82.3		85.1	89.5	87.0	51.9	131
	2011		92.7	*	93.0	*	*	88.6		89.8	95.5	92.2	54.4	154
	2012		73.0	42.9	72.7	33.3	*	45.7		64.4	80.0	71.8	52.7	170
5	2010													0
	2011		28.1	*	28.6	7.1		5.9		16.1	40.7	27.6	36.2	58
	2012		29.1	*	31.6	8.3	*	7.1		22.7	39.5	30.5	37.2	82
1-5	2010	*	88.4	*	86.4	*	*	82.3		85.1	89.5	87.0	51.9	131
	2011		74.9	*	74.9	13.3	*	74.0		70.6	79.6	74.5	47.2	212
	2012		58.7	50.0	59.1	16.7	*	31.1		50.7	66.9	58.3	46.3	252

Number Tested	2010	1	129	1	125	4	1	79	0	74	57	131	13,990
	2011	0	207	5	199	15	4	96	0	119	93	212	22,979
	2012	0	242	10	230	18	4	74	0	134	118	252	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		25	*	26	*	*	7		13	13	26	1,717	83
	2011	*	29	*	27	*		13		13	17	30	2,106	84
	2012		35	5	37	*	*	*		20	20	40	2,027	101
1	2010		34	*	31	*	*	21		22	12	34	1,729	57
	2011		61	*	58		*	27		35	29	64	1,963	84
	2012		51	*	48	*	*	4		24	28	52	1,963	88
2	2010	*	36		35	*		11		19	17	36	954	74
	2011		45	*	42	*	*	24		27	18	45	1,018	70
	2012		15	*	13	*	*	2		7	8	15	1,017	82
1-2	2010	*	70	*	66	*	*	32		41	29	70	2,683	131
	2011		106	*	100	*	*	51		62	47	109	2,981	154
	2012		66	1	61	2	*	6		31	36	67	2,981	170
5	2010													0
	2011		1	*	1	0		0		0	1	1	701	58
	2012		2	*	3	0	*	0		1	2	3	822	82
1-5	2010	*	70	*	66	*	*	32		41	29	70	2,683	131
	2011		107	*	101	1	*	51		62	48	110	3,692	212
	2012		68	2	64	2	*	6		32	38	70	3,803	252

Number Tested	2010	1	129	1	125	4	1	79	0	74	57	131	13,990
	2011	0	207	5	199	15	4	96	0	119	93	212	22,979
	2012	0	242	10	230	18	4	74	0	134	118	252	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		67.9	*	68.4	*	*	58.6		56.3	82.9	67.5	51.2	83
	2011	*	74.1	*	75.7	*		64.3		71.1	73.9	72.6	56.8	84
	2012		80.9	87.5	79.3	*	*	*		78.9	84.4	81.4	55.1	102
1	2010		92.9	*	92.5	*	*	92.3		88.9	95.2	91.2	48.8	57
	2011		91.4	*	93.4		*	90.5		89.4	94.6	91.7	53.1	84
	2012		91.9	*	91.5	*	*	85.7		92.9	91.5	92.1	50.7	89
2	2010	*	90.7	*	90.7	*		85.7		92.7	86.1	89.6	54.6	77
	2011		50.0	*	50.0	*	*	39.5		56.1	40.0	49.3	56.8	71
	2012		78.5	*	82.2	*	*	67.5		73.5	85.3	78.3	57.9	83
K-2	2010	*	82.5	*	82.6	50.0	*	80.9		77.6	87.0	81.6	51.5	217
	2011	*	72.8	66.7	73.9	*	*	65.6		73.0	71.7	72.4	55.6	239
	2012		83.8	86.7	84.2	54.5	*	70.6		81.1	87.3	83.9	54.5	274
5	2010													0
	2011		38.2		39.6	14.3		12.5		40.0	36.0	38.2	44.8	55
	2012		54.5	*	58.1	8.3	*	25.9		45.2	65.8	55.0	43.8	80
K-5	2010	*	82.5	*	82.6	50.0	*	80.9		77.6	87.0	81.6	51.5	217
	2011	*	66.2	66.7	67.2	17.6	*	59.4		66.7	65.2	66.0	53.3	294
	2012		77.1	83.3	78.2	30.4	*	55.1		73.2	82.3	77.4	52.2	354

Number Tested	2010	1	212	4	207	6	2	110	0	125	92	217	40,163
	2011	1	287	6	271	17	4	138	0	156	138	294	51,019
	2012	0	336	18	321	23	5	78	0	190	164	354	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		12	*	13	*	*	2		6	7	13	2,358	83
	2011	*	25	*	22	*		8		11	15	26	2,815	84
	2012		26	3	26	*	*	*		14	15	29	2,472	102
1	2010		40	*	37	*	*	25		26	14	40	2,266	57
	2011		55	*	55		*	28		31	27	58	2,716	84
	2012		57	*	52	*	*	4		29	30	59	2,473	89
2	2010	*	54	*	54	*		22		29	25	54	2,484	77
	2011		9	*	9	*	*	1		7	2	9	2,746	71
	2012		36	*	36	*	*	11		20	18	38	2,843	83
K-2	2010	*	106	*	104	2	*	49		61	46	107	7,108	217
	2011	*	89	4	86	*	*	37		49	44	93	8,277	239
	2012		119	7	114	2	*	15		63	63	126	7,788	274
5	2010													0
	2011		5		5	0		0		3	2	5	1,395	55
	2012		13	*	13	0	*	1		6	7	13	1,426	80
K-5	2010	*	106	*	104	2	*	49		61	46	107	7,108	217
	2011	*	94	4	91	0	*	37		52	46	98	9,696	294
	2012		132	7	127	2	*	16		69	70	139	9,214	354

Number Tested	2010	1	212	4	207	6	2	110	0	125	92	217	40,163
	2011	1	287	6	271	17	4	138	0	156	138	294	51,019
	2012	0	336	18	321	23	5	78	0	190	164	354	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		94.6	*	96.2	*	*	94.9		94.4	95.2	94.7	63.5	57
	2011		85.2	*	88.2		*	78.6		80.9	91.9	85.7	66.7	84
	2012		91.8	*	90.1	*	*	57.1		88.1	93.5	90.9	62.5	88
2	2010	*	85.1	*	85.1	*		73.8		90.0	77.8	84.2	61.4	76
	2011		58.0	*	58.2	*	*	55.3		53.7	62.1	57.1	62.0	70
	2012		75.6	*	78.1	*	*	66.7		70.8	82.4	75.6	63.6	82
1-2	2010	*	89.2	*	89.8	*	*	84.0		92.1	84.2	88.7	62.5	133
	2011		72.7	*	74.1	*	*	67.5		68.2	78.8	72.7	64.4	154
	2012		84.0	71.4	84.4	83.3	*	65.2		78.9	88.8	83.5	63.0	170
5	2010													0
	2011		50.9		52.7	50.0		23.5		51.6	50.0	50.9	48.6	57
	2012		72.7	*	77.0	25.0	*	55.6		61.9	86.8	73.8	45.9	80
1-5	2010	*	89.2	*	89.8	*	*	84.0		92.1	84.2	88.7	62.5	133
	2011		66.7	*	68.2	46.7	*	59.8		63.9	70.7	66.8	59.7	211
	2012		80.4	80.0	82.0	44.4	*	61.6		73.5	88.1	80.4	57.8	250

Number Tested	2010	1	130	2	127	4	1	81	0	76	57	133	26,937
	2011	0	207	4	198	15	4	97	0	119	92	211	38,176
	2012	0	240	10	228	18	4	73	0	132	118	250	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		44	*	41	*	*	29		26	18	44	4,129	57
	2011		51	*	51		*	29		29	25	54	4,427	84
	2012		51	*	46	*	*	1		26	27	53	4,060	88
2	2010	*	48	*	48	*		19		27	21	48	3,776	76
	2011		17	*	16	*	*	4		10	7	17	3,810	70
	2012		38	*	38	*	*	11		19	21	40	3,820	82
1-2	2010	*	92	*	89	*	*	48		53	39	92	7,905	133
	2011		68	*	67	*	*	33		39	32	71	8,237	154
	2012		89	4	84	2	*	12		45	48	93	7,880	170
5	2010													0
	2011		12		12	2		1		6	6	12	1,416	57
	2012		14	*	13	0	*	1		6	8	14	1,169	80
1-5	2010	*	92	*	89	*	*	48		53	39	92	7,905	133
	2011		80	*	79	2	*	34		45	38	83	9,660	211
	2012		103	4	97	2	*	13		51	56	107	9,049	250


Number Tested	2010	1	130	2	127	4	1	81	0	76	57	133	26,937
	2011	0	207	4	198	15	4	97	0	119	92	211	38,176
	2012	0	240	10	228	18	4	73	0	132	118	250	38,650

**PERFORMANCE IN 2012**

Grade (2010-11)	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
(N Rated)	2012 Level										
ALL (6)	Beginning	3	50.0	3	50.0	4	66.7	3	50.0	3	50.0
	Intermediate	2	33.3	2	33.3	2	33.3	2	33.3	2	33.3
	Advanced	1	16.7	1	16.7	0	0.0	1	16.7	1	16.7
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

**PROGRESSION FROM  
2011 TO 2012**

Number Rated Both Years	2012 Level	2011 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
5  2 (40.0%)	Beginning	2			
	Intermediate	1	1		
	Advanced	0	1	0	
	Advanced High	0	0	0	

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