

Published  
July 25, 2012



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 263

**J. P. STARKS**

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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	18
KN	66
1	54
2	46
3	49
4	57
5	57
ALL	347

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	265	76.4	16	64.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	79	22.8	2	8.0
White	3	0.9	4	16.0
Multiple	0	0.0	3	12.0
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	157	45.2
Economically disadvantaged	334	96.3
Limited English proficient (LEP)	49	14.1
Special education	4	1.2
Talented and Gifted (TAG)	54	15.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2010	19	15	78.9	0	0.0	0	0.0	4	21.1	0	0.0	—	—
	2011	20	13	65.0	0	0.0	0	0.0	7	35.0	0	0.0	0	0.0
	2012	18	12	66.7	0	0.0	0	0.0	6	33.3	0	0.0	0	0.0
KN	2010	54	45	83.3	0	0.0	0	0.0	9	16.7	0	0.0	—	—
	2011	50	41	82.0	0	0.0	0	0.0	9	18.0	0	0.0	0	0.0
	2012	66	54	81.8	0	0.0	0	0.0	10	15.2	2	3.0	0	0.0
1	2010	50	46	92.0	0	0.0	0	0.0	4	8.0	0	0.0	—	—
	2011	48	39	81.3	0	0.0	0	0.0	9	18.8	0	0.0	0	0.0
	2012	54	43	79.6	0	0.0	0	0.0	11	20.4	0	0.0	0	0.0
2	2010	58	48	82.8	0	0.0	0	0.0	10	17.2	0	0.0	—	—
	2011	52	45	86.5	0	0.0	0	0.0	6	11.5	1	1.9	0	0.0
	2012	46	38	82.6	0	0.0	0	0.0	8	17.4	0	0.0	0	0.0
3	2010	39	36	92.3	0	0.0	0	0.0	3	7.7	0	0.0	—	—
	2011	46	33	71.7	0	0.0	0	0.0	13	28.3	0	0.0	0	0.0
	2012	49	41	83.7	0	0.0	0	0.0	7	14.3	1	2.0	0	0.0
4	2010	57	39	68.4	0	0.0	0	0.0	18	31.6	0	0.0	—	—
	2011	51	40	78.4	0	0.0	0	0.0	11	21.6	0	0.0	0	0.0
	2012	57	37	64.9	0	0.0	0	0.0	20	35.1	0	0.0	0	0.0
5	2010	53	36	67.9	0	0.0	0	0.0	17	32.1	0	0.0	—	—
	2011	57	35	61.4	1	1.8	0	0.0	21	36.8	0	0.0	0	0.0
	2012	57	40	70.2	0	0.0	0	0.0	17	29.8	0	0.0	0	0.0
PK-5	2010	330	265	80.3	0	0.0	0	0.0	65	19.7	0	0.0	—	—
	2011	324	246	75.9	1	0.3	0	0.0	76	23.5	1	0.3	0	0.0
	2012	347	265	76.4	0	0.0	0	0.0	79	22.8	3	0.9	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	19	19	100.0	3	15.8	0	0.0	4	21.1	0	0.0	19	100.0	42.1	57.9	0.0
	2011	20	20	100.0	6	30.0	0	0.0	7	35.0	0	0.0	20	100.0	60.0	40.0	0.0
	2012	18	18	100.0	4	22.2	0	0.0	4	22.2	0	0.0	18	100.0	50.0	50.0	0.0
KN	2010	54	54	100.0	5	9.3	0	0.0	20	37.0	0	0.0	22	40.7	55.6	44.4	0.0
	2011	50	48	96.0	6	12.0	1	2.0	34	68.0	0	0.0	29	58.0	46.0	54.0	0.0
	2012	66	65	98.5	7	10.6	1	1.5	9	13.6	2	3.0	38	57.6	60.6	39.4	0.0
1	2010	50	50	100.0	3	6.0	2	4.0	41	82.0	1	2.0	6	12.0	44.0	56.0	6.0
	2011	48	45	93.8	3	6.3	0	0.0	26	54.2	0	0.0	4	8.3	47.9	52.1	2.1
	2012	54	54	100.0	9	16.7	0	0.0	15	27.8	3	5.6	5	9.3	48.1	51.9	9.3
2	2010	58	58	100.0	6	10.3	1	1.7	44	75.9	2	3.4	6	10.3	67.2	32.8	10.3
	2011	52	47	90.4	4	7.7	1	1.9	34	65.4	2	3.8	12	23.1	36.5	63.5	3.8
	2012	46	45	97.8	4	8.7	0	0.0	28	60.9	7	15.2	6	13.0	52.2	47.8	15.2
3	2010	39	39	100.0	2	5.1	2	5.1	24	61.5	1	2.6	3	7.7	41.0	59.0	0.0
	2011	46	44	95.7	8	17.4	1	2.2	27	58.7	3	6.5	5	10.9	56.5	43.5	0.0
	2012	49	48	98.0	5	10.2	2	4.1	39	79.6	4	8.2	6	12.2	36.7	63.3	2.0
4	2010	57	53	93.0	11	19.3	5	8.8	15	26.3	16	28.1	4	7.0	42.1	57.9	0.0
	2011	51	48	94.1	5	9.8	3	5.9	16	31.4	9	17.6	8	15.7	39.2	60.8	2.0
	2012	57	51	89.5	11	19.3	0	0.0	36	63.2	18	31.6	3	5.3	68.4	31.6	1.8
5	2010	53	50	94.3	5	9.4	7	13.2	16	30.2	16	30.2	3	5.7	41.5	58.5	1.9
	2011	57	55	96.5	11	19.3	2	3.5	21	36.8	21	36.8	3	5.3	45.6	54.4	1.8
	2012	57	53	93.0	9	15.8	1	1.8	26	45.6	20	35.1	3	5.3	45.6	54.4	1.8
PK-5	2010	330	323	97.9	35	10.6	17	5.2	164	49.7	36	10.9	63	19.1	48.8	51.2	3.0
	2011	324	307	94.8	43	13.3	8	2.5	165	50.9	35	10.8	81	25.0	46.0	54.0	1.5
	2012	347	334	96.3	49	14.1	4	1.2	157	45.2	54	15.6	79	22.8	52.4	47.6	4.3

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	55	13,234	53	96.2	12,616	95.3	16	29.0	21.5	44	11,233	79.9	84.9
	2011	48	13,211	45	93.0	12,645	95.7	21	43.5	21.4	31	11,602	64.2	87.8
	2012	64	13,633	60	93.7	13,086	96.0	24	37.5	20.1	50	11,731	78.2	86.0
1	2010	50	13,848	48	96.0	13,286	95.9	12	24.1	20.0	42	11,978	84.5	86.5
	2011	45	13,458	44	96.5	12,967	96.4	12	26.5	19.0	39	12,047	86.1	89.5
	2012	53	14,026	51	95.7	13,533	96.5	15	28.1	18.6	47	12,292	88.2	87.6
2	2010	61	13,441	59	96.1	12,947	96.3	16	26.2	18.9	46	11,794	75.3	87.7
	2011	48	13,013	46	96.0	12,593	96.8	18	37.9	17.1	36	11,853	75.8	91.1
	2012	46	13,338	45	96.3	12,932	97.0	18	38.8	17.0	38	11,883	81.8	89.1
3	2010	40	13,291	39	96.8	12,854	96.7	15	37.5	17.6	33	11,815	82.6	88.9
	2011	45	12,619	44	96.5	12,254	97.1	14	30.8	16.6	38	11,604	83.7	92.0
	2012	49	12,874	46	95.4	12,508	97.2	14	28.8	15.6	41	11,592	84.4	90.0
4	2010	55	12,300	54	98.0	11,900	96.8	10	18.3	17.2	49	10,987	89.6	89.3
	2011	49	12,506	47	96.9	12,150	97.1	7	14.3	15.7	47	11,544	96.2	92.3
	2012	58	12,493	56	97.3	12,139	97.2	8	13.9	16.7	54	11,218	93.5	89.8
5	2010	53	11,688	52	98.1	11,310	96.8	9	17.0	17.0	51	10,453	96.2	89.4
	2011	56	11,742	55	98.4	11,419	97.2	1	1.8	8.2	51	10,892	91.0	92.8
	2012	57	12,562	55	97.2	12,220	97.3	0	0.0	5.4	51	11,364	89.6	90.5
KN-5	2010	314	77,802	304	96.9	74,914	96.3	78	24.9	18.8	265	68,260	84.5	87.7
	2011	291	76,549	281	96.3	74,028	96.7	73	25.1	16.5	242	69,542	83.0	90.8
	2012	327	78,926	313	95.9	76,419	96.8	79	24.2	15.7	281	70,080	86.0	88.8



Teachers: 25

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	16	64.0
Hispanic	2	8.0
White	4	16.0
Multiple	3	12.0
Other	0	0.0

Gender	Number	Percentage
Female	21	84.0
Male	4	16.0

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2009-10	5.5	—
2010-11	6.3	90.3
2011-12	4.5	82.8

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	1	4.0
1	0	0.0
2	0	0.0
3	0	0.0
4	1	4.0
5	2	8.0
1-3	0	0.0
More than 3	24	96.0
1 - 5	3	12.0
6 - 10	10	40.0
11 - 20	9	36.0
More than 20	2	8.0

**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	*	90.0	100.0	89.1		*	88.9		88.9	90.3	89.8	84.0	49
4	2010													
	2011													
	2012		70.3	81.0	70.6		83.3	56.0		70.0	83.3	74.1	76.8	58
5	2010													
	2011													
	2012		84.2	100.0	87.8	*	100.0	93.3		92.3	86.7	89.3	80.3	56
3-5	2010													
	2011													
	2012	*	81.7	91.3	82.2	*	92.9	78.9		81.0	87.3	84.0	80.3	163

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	1	115	46	146	1	28	76	0	84	79	163	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	*	22	23	21		*	20		22	22	22	23	49
4	2010													
	2011													
	2012		25	32	26		33	25		27	27	27	26	58
5	2010													
	2011													
	2012		31	37	32	*	35	33		34	31	33	29	56
3-5	2010													
	2011													
	2012	*	26	32	27	*	32	24		28	27	28	26	163

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	1	115	46	146	1	28	76	0	84	79	163	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	59.5	49.8	59.4
4	2010			
	2011			
	2012	66.0	61.5	61.1
5	2010			
	2011			
	2012	72.3	66.3	76.4
3-5	2010			
	2011			
	2012	66.2	59.6	65.8

**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		26	30	27		32	27		27	29	28	24	58

NUMBER TESTED IN GRADE 4														
2010														0
2011														0
2012	0	37	21	51	0	12	25	0	40	18	58	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	4.7	4.8	64.9	66.0

<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=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	*	70.0	87.5	69.6		*	66.7		77.8	67.7	71.4	77.0	49
4	2010													
	2011													
	2012		83.8	100.0	88.2		100.0	80.0		90.0	88.9	89.7	79.5	58
5	2010													
	2011													
	2012		89.5	100.0	91.8	*	100.0	80.0		96.2	90.0	92.9	76.2	56
3-5	2010													
	2011													
	2012	*	80.9	97.8	83.6	*	96.4	73.7		89.3	81.0	85.3	77.6	163

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	1	115	46	146	1	28	76	0	84	79	163	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	*	25	29	25		*	24		27	25	25	27	49
4	2010													
	2011													
	2012		30	39	32		41	31		33	32	33	28	58
5	2010													
	2011													
	2012		32	42	35	*	40	35		37	34	35	30	56



**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	52.0	62.8	66.7	49.7	41.2
4	2010					
	2011					
	2012	69.5	69.8	71.4	64.4	66.6
5	2010					
	2011					
	2012	68.8	66.7	79.6	65.6	75.2
3-5	2010					
	2011					
	2012	64.0	66.6	72.8	60.4	61.9

**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)
5	2010													
	2011													
	2012		34	37	34	*	35	34		37	34	35	30	57

NUMBER TESTED IN GRADE 5														
2010														0
2011														0
2012	0	39	17	50	1	11	16	0	26	31	57	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	85.3	84.6	75.6	76.1

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				61.2	0
	2011	28.6	75.0	43.1	63.3	51
	2012	87.5	71.4	73.4	62.2	64
1	2010	45.9	71.4	50.0	55.2	44
	2011	42.3	81.8	60.4	58.1	48
	2012	46.2	41.0	42.3	55.4	52
2	2010	51.4	92.3	62.0	48.6	50
	2011	31.4	52.9	38.5	50.6	52
	2012	17.9	50.0	30.4	49.8	46
5	2010					0
	2011	36.4	39.4	38.2	36.2	55
	2012	51.9	77.4	65.5	37.2	58
1-5	2010	48.6	85.0	56.4	51.9	94
	2011	36.1	55.6	45.2	47.2	155
	2012	36.8	55.7	47.4	46.3	156

Number Tested	2010	74	20	94	20,252	
	2011	118	88	206	29,740	
	2012	76	144	220	30,807	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2010	20.0	80.6	58.9	51.2	56
	2011	40.0	87.5	54.9	56.8	51
	2012	77.8	66.7	68.2	55.1	66
1	2010	41.5	71.4	45.8	48.8	48
	2011	30.8	63.6	45.8	53.1	48
	2012	46.2	30.6	34.7	50.7	49
2	2010	57.8	69.2	60.3	54.6	58
	2011	34.3	52.9	40.4	56.8	52
	2012	25.9	94.4	53.3	57.9	45
5	2010					0
	2011	45.5	45.7	45.6	44.8	57
	2012	53.8	70.0	62.5	43.8	56
K-5	2010	44.3	76.8	55.6	51.5	162
	2011	37.3	58.9	46.6	53.3	208
	2012	45.3	61.7	56.0	52.2	216

Number Tested	2010	106	56	162	40,163	
	2011	118	90	208	51,019	
	2012	75	141	216	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												61.2	0
	2011		47.6	22.2	40.8	*	16.7	28.6		29.2	55.6	43.1	63.3	51
	2012	*	73.1	80.0	74.2	*	85.7	87.5		69.2	80.0	73.4	62.2	64
1	2010		51.2	*	50.0	*		45.9		55.0	45.8	50.0	55.2	44
	2011		59.0	66.7	62.2		*	42.3		65.2	56.0	60.4	58.1	48
	2012		33.3	80.0	43.1			75.0		29.2	53.6	42.3	55.4	52
2	2010		60.9	*	61.2	*		51.4		61.3	63.2	62.0	48.6	50
	2011		37.0	50.0	38.3	*	*	31.4		26.3	45.5	38.5	50.6	52
	2012		31.6	25.0	31.1		*	17.9		29.2	31.8	30.4	49.8	46
1-2	2010		56.2	*	55.9	*		48.6		58.8	53.5	56.4	51.9	94
	2011		47.1	60.0	50.0	*	57.1	36.1		47.6	50.0	49.0	54.4	100
	2012		32.5	55.6	37.5		58.3	26.8		29.2	44.0	36.7	52.7	98
5	2010													0
	2011		20.6	65.0	39.2	*	72.7	36.4		40.0	36.7	38.2	36.2	55
	2012		61.0	76.5	61.5	*	63.6	51.9		72.0	60.6	65.5	37.2	58
1-5	2010		56.2	*	55.9	*		48.6		58.8	53.5	56.4	51.9	94
	2011		39.5	62.9	46.2	*	66.7	36.1		44.8	45.5	45.2	47.2	155
	2012		42.1	65.7	45.9	*	60.9	36.8		43.8	50.6	47.4	46.3	156

Number Tested	2010	0	89	5	93	2	0	74	0	51	43	94	13,990
	2011	0	119	35	143	4	18	83	0	67	88	155	22,979
	2012	0	121	35	148	2	23	68	0	73	83	156	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												1,717	0
	2011		12	0	12	*	0	4		3	9	12	2,106	51
	2012	*	16	5	21	*	4	4		9	12	21	2,027	64
1	2010		8	*	8	*		6		2	6	8	1,729	44
	2011		10	5	15		*	7		6	9	15	1,963	48
	2012		7	2	9		2	2		3	6	9	1,963	52
2	2010		11	*	11	*		5		7	5	12	954	50
	2011		3	0	2	*	*	1		1	2	3	1,018	52
	2012		5	0	5		*	1		3	2	5	1,017	46
1-2	2010		19	*	19	*		11		9	11	20	2,683	94
	2011		13	5	17	*	2	8		7	11	18	2,981	100
	2012		12	2	14		2	3		6	8	14	2,981	98
5	2010													0
	2011		1	6	6	*	3	3		4	3	7	701	55
	2012		8	7	10	*	3	5		9	6	15	822	58
1-5	2010		19	*	19	*		11		9	11	20	2,683	94
	2011		14	11	23	*	5	11		11	14	25	3,692	155
	2012		20	9	24	*	5	8		15	14	29	3,803	156

Number Tested	2010	0	89	5	93	2	0	74	0	51	43	94	13,990
	2011	0	119	35	143	4	18	83	0	67	88	155	22,979
	2012	0	121	35	148	2	23	68	0	73	83	156	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		59.6	55.6	58.9		*	20.0		51.6	68.0	58.9	51.2	56
	2011		57.1	44.4	53.1	*	33.3	40.0		33.3	74.1	54.9	56.8	51
	2012	*	68.5	70.0	70.3	*	85.7	77.8		60.0	80.8	68.2	55.1	66
1	2010		50.0	*	45.8	*	*	41.5		47.6	44.4	45.8	48.8	48
	2011		35.9	88.9	46.7		*	30.8		39.1	52.0	45.8	53.1	48
	2012		25.6	70.0	35.4			62.5	46.2	21.7	46.2	34.7	50.7	49
2	2010		56.3	80.0	59.6	*	83.3	57.8		53.8	73.7	60.3	54.6	58
	2011		39.1	50.0	42.6	*	*	34.3		36.8	42.4	40.4	56.8	52
	2012		54.1	50.0	52.3		*	25.9		50.0	57.1	53.3	57.9	45
K-2	2010		55.4	56.5	55.3	*	42.9	44.3		51.6	60.6	55.6	51.5	162
	2011		44.1	62.5	47.5	*	46.2	35.4		36.4	55.3	47.0	55.6	151
	2012	*	51.5	64.3	54.5	*	63.2	40.8		47.1	61.6	53.8	54.5	160
5	2010													0
	2011		22.9	81.0	45.3	*	81.8	45.5		50.0	41.9	45.6	44.8	57
	2012		51.3	88.2	60.0	*	90.9	53.8		83.3	46.9	62.5	43.8	56
K-5	2010		55.4	56.5	55.3	*	42.9	44.3		51.6	60.6	55.6	51.5	162
	2011		39.5	71.1	46.9	*	62.5	37.3		40.2	51.7	46.6	53.3	208
	2012	*	51.5	73.3	55.8	*	73.3	45.3		55.0	57.1	56.0	52.2	216

Number Tested	2010	0	139	23	161	3	14	106	0	91	71	162	40,163
	2011	0	162	45	194	5	24	118	0	92	116	208	51,019
	2012	2	169	45	206	3	30	75	0	111	105	216	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		15	1	16		*	1		8	8	16	2,358	56
	2011		8	0	7	*	0	2		1	7	8	2,815	51
	2012	*	15	4	19	*	3	3		9	10	19	2,472	66
1	2010		4	*	4	*	*	2		2	2	4	2,266	48
	2011		3	3	6		*	3		2	4	6	2,716	48
	2012		3	0	3		0	0		0	3	3	2,473	49
2	2010		13	5	17	*	3	10		12	6	18	2,484	58
	2011		5	1	6	*	*	1		2	4	6	2,746	52
	2012		6	1	7		*	1		3	4	7	2,843	45
K-2	2010		32	6	37	*	3	13		22	16	38	7,108	162
	2011		16	4	19	*	0	6		5	15	20	8,277	151
	2012	*	24	5	29	*	3	4		12	17	29	7,788	160
5	2010													0
	2011		4	8	11	*	4	4		5	7	12	1,395	57
	2012		6	7	11	*	3	5		10	3	13	1,426	56
K-5	2010		32	6	37	*	3	13		22	16	38	7,108	162
	2011		20	12	30	*	4	10		10	22	32	9,696	208
	2012	*	30	12	40	*	6	9		22	20	42	9,214	216

Number Tested	2010	0	139	23	161	3	14	106	0	91	71	162	40,163
	2011	0	162	45	194	5	24	118	0	92	116	208	51,019
	2012	2	169	45	206	3	30	75	0	111	105	216	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		67.4	*	66.0	*	*	60.0		65.0	66.7	66.0	63.5	47
	2011		56.4	88.9	64.4		*	53.8		56.5	68.0	62.5	66.7	48
	2012		40.0	81.8	50.0		77.8	71.4		29.2	66.7	49.0	62.5	51
2	2010		50.0	80.0	54.4	*	83.3	53.3		51.3	63.2	55.2	61.4	58
	2011		65.2	33.3	59.6	*	*	51.4		57.9	63.6	61.5	62.0	52
	2012		65.8	25.0	57.8		*	35.7		58.3	59.1	58.7	63.6	46
1-2	2010		58.2	71.4	59.6	*	66.7	56.5		55.9	65.2	60.0	62.5	105
	2011		61.2	66.7	62.0	*	57.1	52.5		57.1	65.5	62.0	64.4	100
	2012		52.6	57.9	53.7		53.8	47.6		43.8	63.3	53.6	63.0	97
5	2010													0
	2011		27.8	71.4	44.4	*	72.7	50.0		51.9	38.7	44.8	48.6	58
	2012		48.8	82.4	53.8	*	72.7	55.6		64.0	54.5	58.6	45.9	58
1-5	2010		58.2	71.4	59.6	*	66.7	56.5		55.9	65.2	60.0	62.5	105
	2011		51.2	69.4	55.5	*	66.7	51.8		55.1	56.2	55.7	59.7	158
	2012		51.3	69.4	53.7	*	62.5	50.7		50.7	59.8	55.5	57.8	155

Number Tested	2010	0	91	14	104	2	9	85	0	59	46	105	26,937
	2011	0	121	36	146	4	18	83	0	69	89	158	38,176
	2012	0	119	36	147	2	24	69	0	73	82	155	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		15	*	15	*	*	11		7	8	15	4,129	47
	2011		9	4	12		*	4		3	10	13	4,427	48
	2012		4	4	8		2	2		1	7	8	4,060	51
2	2010		3	4	7	*	3	4		5	2	7	3,776	58
	2011		15	1	15	*	*	8		7	9	16	3,810	52
	2012		11	1	11		*	2		6	6	12	3,820	46
1-2	2010		18	4	22	*	3	15		12	10	22	7,905	105
	2011		24	5	27	*	0	12		10	19	29	8,237	100
	2012		15	5	19		2	4		7	13	20	7,880	97
5	2010													0
	2011		1	5	5	*	3	3		2	4	6	1,416	58
	2012		7	6	10	*	3	4		6	7	13	1,169	58
1-5	2010		18	4	22	*	3	15		12	10	22	7,905	105
	2011		25	10	32	*	3	15		12	23	35	9,660	158
	2012		22	11	29	*	5	8		13	20	33	9,049	155

Number Tested	2010	0	91	14	104	2	9	85	0	59	46	105	26,937
	2011	0	121	36	146	4	18	83	0	69	89	158	38,176
	2012	0	119	36	147	2	24	69	0	73	82	155	38,650

**PERFORMANCE IN 2012**

Grade (2010-11)	Domain:	Listening		Speaking		Writing		Reading		Composite	
		2012 Level	N	%	N	%	N	%	N	%	N
KN (7)	Beginning	0	0.0	2	28.6	6	85.7	5	71.4	5	71.4
	Intermediate	2	28.6	0	0.0	1	14.3	2	28.6	2	28.6
	Advanced	5	71.4	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	5	71.4	0	0.0	0	0.0	0	0.0
1 (9)	Beginning	1	11.1	2	22.2	2	22.2	2	22.2	2	22.2
	Intermediate	2	22.2	1	11.1	3	33.3	3	33.3	3	33.3
	Advanced	2	22.2	4	44.4	4	44.4	4	44.4	4	44.4
	Advanced High	4	44.4	2	22.2	0	0.0	0	0.0	0	0.0
4 (12)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	8.3	1	8.3	1	8.3	1	8.3	1	8.3
	Advanced	2	16.7	3	25.0	6	50.0	1	8.3	1	8.3
	Advanced High	9	75.0	8	66.7	5	41.7	10	83.3	10	83.3
5 (11)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	2	18.2	0	0.0	0	0.0
	Advanced	1	9.1	2	18.2	6	54.5	1	9.1	1	9.1
	Advanced High	10	90.9	9	81.8	3	27.3	10	90.9	10	90.9
ALL (48)	Beginning	1	2.1	4	8.3	9	18.8	7	14.6	7	14.6
	Intermediate	7	14.6	4	8.3	9	18.8	7	14.6	7	14.6
	Advanced	14	29.2	14	29.2	20	41.7	8	16.7	9	18.8
	Advanced High	26	54.2	26	54.2	10	20.8	26	54.2	25	52.1

**PROGRESSION FROM  
2011 TO 2012**

Number Rated Both Years	2012 Level	2011 Level			
		Beg	Int	Adv	Adv High
- -	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
9 3 (33.3%)	Beginning	2			
	Intermediate	1	2		
	Advanced	2	0	2	
	Advanced High	0	0	0	
12 10 (83.3%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	1	
	Advanced High	0	0	10	
11 10 (90.9%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	0	0	10	
41 30 (73.2%)	Beginning	2			
	Intermediate	2	3		
	Advanced	3	0	6	
	Advanced High	0	1	24	

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