

August 20, 2004

INFORMATION ONLY

TO THE SUPERINTENDENT/ADMINISTRATOR ADDRESSED:

SUBJECT: Texas English Language Proficiency Assessment System — Spring 2004 Score Reports

As you know, Title III, Part A of the No Child Left Behind Act of 2001 (NCLB) requires states to conduct annual statewide English language proficiency assessments to demonstrate the progress that limited English proficient (LEP) students in kindergarten through twelfth grade make in learning the English language. In response to these requirements, the Texas Education Agency (TEA) has developed observation protocols that enable trained teachers to holistically rate each LEP student's English language proficiency based on classroom observations. In spring 2004, school districts conducted a benchmark administration of these new assessments in which they rated close to 600,000 K-12 LEP students.

Under NCLB, states' English language proficiency assessments must assess four language domains: listening, speaking, reading, and writing. The observation protocols were used to assess the following language domains.

Grades K-2	listening, speaking, reading, writing
Grades 3-12	listening, speaking, writing

The domain of reading in Grades 3-12 was assessed through the Reading Proficiency Tests in English (RPTE) and the Texas Assessment of Knowledge and Skills (TAKS). Together, the observation protocols and RPTE/TAKS provide performance data for the new Texas English Language Proficiency Assessment System (TELPAS), which will be used to fulfill NCLB reporting requirements to the U.S. Department of Education.

TELPAS results will be sent to districts in two shipments this year. The first shipment, to arrive **by September 3**, will include individual student results. If desired, districts may use these results to meet the Title III requirements for notifying parents of their children's English language proficiency levels. The second shipment of results, to arrive **by October 1**, will include campus and district summary reports.

Attached is more information about the TELPAS system, including descriptions of the reports districts will receive and how the reports will be used for federal reporting purposes. Questions about the NCLB reporting requirements should be directed to the TEA Division of NCLB Program Coordination at (512) 463-9374. Questions about the assessments and score reports should be directed to the TEA Student Assessment Division at (512) 463-9536.

Sincerely,

Susan Barnes
Associate Commissioner for Standards and Programs

cc: ESC executive director
ESC and district test coordinator and bilingual/ESL coordinator

Attachments

The TELPAS Reporting System

TELPAS Assessments

In response to Title III No Child Left Behind requirements, the Texas Education Agency (TEA) has developed a new assessment system called TELPAS, the Texas English Language Proficiency Assessment System. In spring 2004, the following TELPAS assessments were used to assess the English language proficiency levels of limited English proficient (LEP) students.

- Texas Reading Proficiency Tests in English (RPTE)
- Texas Assessment of Knowledge and Skills (TAKS) reading/ELA tests
- Texas English Language Proficiency Observation Protocols (OP), benchmark administration

The chart below shows the language domains, proficiency ratings, and assessments that make up the 2004 TELPAS system.

TELPAS Proficiency Ratings				
	Beginning	Intermediate	Advanced	Advanced High
Listening, K-12	OP	OP	OP	OP
Speaking, K-12	OP	OP	OP	OP
Reading, K-2	OP	OP	OP	OP
Reading, 3-12	RPTE	RPTE	RPTE	TAKS*
Writing, K-12	OP	OP	OP	OP

*Exit level TAAS results are used instead of TAKS results for students required to pass TAAS to meet graduation requirements.

Using TELPAS Score Reports to Meet Title III Reporting Requirements

Title III Parental Notification Requirements. Individual student results based on the TELPAS assessments above will be shipped to districts by September 3. Title III districts may opt to use the TELPAS Confidential Student Reports (CSR) included in this shipment to meet Title III requirements for notifying parents within 30 days of the start of the school year of their children's annual progress in English language proficiency. If desired, Title III districts may use the results from other 2004 English language proficiency assessments to fulfill this federal requirement.

State Parental Notification Requirements. Under the state requirements of 19 TAC §101.81, parents must be notified of their children's criterion-referenced assessment results. To enable districts to meet these requirements, RPTE confidential student reports and TAKS confidential student reports were provided in spring 2004. The 2004 OP results are not yet subject to state parental notification requirements because the observation protocols were conducted as a benchmark administration. Therefore, districts that choose assessments other than the observation protocols to fulfill federal Title III parental notification requirements may opt not to provide the TELPAS Confidential Student Reports to parents.

Title III Federal AMAO Reporting Requirements. District and campus summary reports will be shipped to districts by October 1. These reports will include the English language proficiency ratings of LEP students for the 2002–03 and 2003–04 school years. The proficiency ratings for Grades 3–12 reading, assessed through RPTE and TAKS (or TAAS exit level, if applicable), will form the basis of these reports. Results from the K–12 observation protocols will not be included, as the observation protocols were conducted as a benchmark administration in spring 2004. The Grades 3–12 reading proficiency ratings in these reports will be the basis for reporting to the federal government in the Title III Biennial Evaluation Report concerning the extent to which Title III districts and the state met annual

measurable achievement objective (AMAO) targets for increasing the level of English language proficiency of LEP students from 2002–03 to 2003–04.

The U.S. Department of Education has not yet finalized the Title III Biennial Evaluation Report requirements. States are scheduled to receive notification of final reporting requirements in September. The TEA Division of NCLB Program Coordination will notify Title III districts of the final reporting requirements.

TELPAS Plans for Spring 2005. Beginning with the spring 2005 administration, TEA plans to fully implement the observation protocols in the reporting of composite English language proficiency levels. In addition, TEA plans to report advanced high proficiency ratings using RPTE rather than TAKS. More information about these plans will be communicated to districts early in the 2004–05 school year.

2004 TELPAS Score Report Descriptions

CONFIDENTIAL STUDENT REPORT

Shipment 1: In Districts by Sept. 3

A TELPAS Confidential Student Report is provided for each LEP student for whom an observation protocol (OP) rating document was submitted. This report indicates the student's English language proficiency ratings for the four language domains assessed and the assessments that were used (OP, RPTE, TAKS) to determine the ratings. Districts may use this report to meet Title III requirements for notifying parents within 30 days of the start of the school year of their children's annual progress in English language proficiency. Information on this report is printed in both English and Spanish.

CONFIDENTIAL CAMPUS ROSTER – ALL STUDENTS

Shipment 1: In Districts by Sept. 3

This report is generated for each grade tested at each campus and lists LEP students for whom an observation protocol rating document was submitted. For each student, the report provides the proficiency rating by language domain, the assessments used, and a comprehension score derived from the student's reading and listening proficiency ratings. The report also indicates each student's number of years of enrollment in U.S. schools as reported on the observation protocol rating document. The information in this report may be useful for instructional planning.

DISTRICT AND CAMPUS SUMMARY REPORTS, GRADES 3–12

Shipment 2: In Districts by Oct. 1

These reports include the English language proficiency ratings of LEP students in the 2002–03 and 2003–04 school years. The Grades 3–12 English reading proficiency ratings assessed through RPTE and TAKS (or exit level TAAS, as applicable) form the basis of these reports. The K–12 observation protocol benchmark results are not included in these reports. The Grades 3–12 reading proficiency ratings will be used for reporting to the federal government concerning the extent to which Title III districts met annual measurable achievement objective (AMAO) targets in 2002–03 and 2003–04 for increasing the level of English language proficiency of LEP students.

DISTRICT ELECTRONIC DATA FILE

Available by Oct. 1

District electronic data files of the student records used to produce all TELPAS reports will be available through the NCS Pearson Schoolhouse website by October 1. Superintendents of each district can access this information using the ID and password provided to them in the 2003–04 school year. The TELPAS data file format will be available on the TEA Student Assessment Division website. For the 2002–03 school year, student records are provided for each student reported as LEP on a TAKS, RPTE, or SDAA answer document. For the 2003–04 school year, student records are provided for each student in the district for whom an observation protocol rating document was submitted.

Confidential student labels and campus/district summary reports that include observation protocol results will be provided when the OP assessments are fully implemented.

TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (TELPAS)

2004 Sample Reports and Interpretive Guide

This guide includes samples of the TELPAS confidential student reports and confidential campus rosters that are scheduled to arrive in districts by September 3. Toward the end of September, this guide will be updated to include the campus and district summary reports that are scheduled to arrive in districts by October 1.

To access this guide on the TEA website, go to www.tea.state.tx.us/student.assessment and select "TELPAS Interpretive Guide" in the A to Z directory.

TELPAS Confidential Student Report

A TELPAS Confidential Student Report is provided for each LEP student for whom an observation protocol (OP) rating document was submitted. This report indicates the student's English language proficiency ratings for the four language domains assessed and the assessments that were used (OP, RPTE, TAKS) to determine the ratings. Districts may use this report to meet Title III requirements for notifying parents within 30 days of the start of the school year of their children's annual progress in English language proficiency. Information on this report is printed in both English and Spanish.

A. Identification Information

Identification information shown at the top of the report includes the student name, student identification number (as used for PEIMS), birth date, district number and name, class group, local student ID (if used), campus number and name, and report date. At the top left corner, the grade of the student is shown.

B. Skill Areas

This column lists the four skill areas (language domains) assessed: listening, speaking, reading, and writing.

C. Proficiency Ratings

This column indicates the English language proficiency rating the student received—Beginning, Intermediate, Advanced, or Advanced High—in each skill area. Brief definitions of these ratings are provided on the report. Detailed descriptions of the English-language abilities associated with these ratings are included on pages 14–19 of the OP Rater Administration Manual for spring 2004, which may be accessed from the TEA website at http://www.tea.state.tx.us/student.assessment/admin/obsprot/ra_manual.pdf.

D. Assessments

This column indicates for each skill area the assessment (OP, RPTE, or TAKS*) used to determine the student's proficiency rating. OP benchmark results were used to determine the K–12 listening, speaking, and writing ratings as well as the K–2 reading ratings. For Grades 3–12 reading, the proficiency rating was determined from RPTE (beginning, intermediate, and advanced rating) or TAKS reading/ELA (advanced high rating only; English version only). For example, on the attached sample report, the student's **speaking** proficiency rating of **intermediate** was determined from the spring 2004 OP administration. The student's **reading** proficiency rating of **advanced** was determined from the March 2003 RPTE administration. LEP students stop taking RPTE once they attain an advanced rating. LEP students who were rated advanced prior to 2004 but did not pass TAKS in English in 2004 retain the prior-year advanced RPTE rating. "No Information Available" is printed in the reading row of the Assessments column if it was not possible to determine a proficiency rating from the RPTE/TAKS answer document or if it was not possible to match the student's observation protocol rating document to an RPTE/TAKS answer document.

E. Explanation of Results

This section of the report explains the student's test results to parents and is provided in English and Spanish. At the end of the report, parents are reminded that they should have received separate, more detailed test results if their child took RPTE, TAKS, or exit level TAAS. They are also encouraged to contact their child's school for more information about RPTE, TAKS, TAAS, or the Observation Protocols.

* Concerning all references to TAKS, please note that exit level TAAS reading results are used instead of TAKS results for students required to pass TAAS to meet graduation requirements.

F. *Other Test Information*

This section provides information about messages that may appear in the Proficiency Ratings column if the student did not receive a rating in one or more skill areas. There are a variety of circumstances and test administration irregularities that result in a message of “No Rating Available.” Examples of these are provided in the Report Comment section on page 5 of this document.

G. *Document Number and Print Number*

The boxed number found in the lower left corner is a number assigned to the student’s answer document by the contractor. Please refer to this number if questions arise regarding the information on the document. The boxed number in the bottom right corner of the report is a print series number used in sequencing the reports as they are printed.

Texas English Language Proficiency Assessment System

(Sistema de Texas para Evaluar el Dominio del Idioma Inglés)

Grade 7
(Grado 7)

Confidential Student Report
(Informe Confidencial del Estudiante)

Spring 2004
(Primavera de 2004)

Name: DAVID W. CAMPOS
(Nombre)

District: 999-001 EXAMPLE ISD
(Distrito)

Campus: 041 EXAMPLE MS
(Escuela)

Student ID (PEIMS): 190099305
(Número de identificación del estudiante)

Class Group: BARBARA HART
(Responsable del grupo)

Report Date: AUGUST 2004
(Fecha del informe)

Date of Birth: 02/23/91
(Fecha de nacimiento)

Local Student ID: 123930109
(Número de identificación local del estudiante en la escuela)

SKILL AREAS (ÁREAS DE CONOCIMIENTO)	PROFICIENCY RATINGS (NIVELES DE DOMINIO)	ASSESSMENTS (MÉTODOS DE EVALUACIÓN)
<p>Listening (Habilidad para escuchar)</p> <p>Speaking (Habilidad para hablar)</p> <p>Reading (Habilidad para leer)</p> <p>Writing (Habilidad para escribir)</p>	<p>Advanced (Avanzado)</p> <p>Intermediate (Intermedio)</p> <p>Advanced (Avanzado)</p> <p>Intermediate (Intermedio)</p>	<p>Observation Protocol, Spring 2004 (Protocolo de observaciones, primavera de 2004)</p> <p>Observation Protocol, Spring 2004 (Protocolo de observaciones, primavera de 2004)</p> <p>RPTE, March 2003 (Prueba RPTE, marzo de 2003)</p> <p>Observation Protocol, Spring 2004 (Protocolo de observaciones, primavera de 2004)</p>

Explanation of Results

In accordance with Texas regulations and the federal No Child Left Behind (NCLB) Act of 2001, Texas public schools give annual English language proficiency tests to students who are identified as having limited English proficiency. These tests are designed to show the progress limited English proficient students make in learning English.

(Skill Areas)
The state-administered English language proficiency tests measure four skill areas: listening, speaking, reading, and writing.

(Proficiency Ratings)
In each skill area, students receive a rating of beginning, intermediate, advanced, or advanced high.

Beginning indicates the initial stages of learning English.

Intermediate indicates the ability to use common, basic English in routine classroom activities.

Advanced indicates the ability to use academic English in classroom activities as long as the necessary English-language assistance is provided.

Advanced high indicates the ability to use academic English in classroom activities with minimal English-language assistance.

Examples

- Example 1:** Students who receive a rating of **intermediate in listening** show the ability to understand what they hear in class as long as the classroom activity is routine, and common English is used.
- Example 2:** Students who receive a rating of **advanced high in reading** need little assistance or support to understand the English used in academic reading tasks.

(Assessments)
Texas schools give a variety of tests to measure students' English language proficiency. The "Assessments" column indicates the test method used to determine your child's rating.

- Observation Protocol**
For this assessment, teachers observe students during a variety of classroom activities and then use a set of guidelines to determine their proficiency ratings. Texas schools conducted a benchmark (preliminary) administration of these assessments in the 2003-2004 school year.
- Reading Proficiency Tests in English (RPTE)**
Limited English proficient students in Grades 3-12 take this English language proficiency test in reading each year until they receive a rating of **advanced**.
- Texas Assessment of Knowledge and Skills (TAKS) - From Third Grade Through Exit Level; Texas Assessment of Academic Skills (TAAS) - Exit Level Only**
These tests are used to indicate whether students have learned the academic skills required at their grade level. Limited English proficient students who pass the TAKS/exit level TAAS tests in **reading** receive an **advanced high** rating in this skill area.

Other Test Information

- Exempt-ARD:** This message appears when a student served through special education was exempted by the admission, review, and dismissal (ARD) committee.
- No Rating Available:** This message may appear when a teacher had insufficient time to observe and rate the English language proficiency of a student who was newly enrolled at the school. This message may also appear under other circumstances, such as when a student was not enrolled at the time of testing or when a testing irregularity occurred.

Parents should have received separate test results for students who took RPTE, TAKS, or TAAS. For more information about these tests or the observation protocols, contact your child's school.

Explicación de los resultados

De acuerdo con las leyes del estado de Texas y la ley federal llamada No Child Left Behind (Que Ningún Niño se Quede Atrás) aprobada en el 2001, las escuelas públicas de Texas dan cada año pruebas de inglés a los estudiantes que no dominan el inglés. Las pruebas están diseñadas para evaluar el progreso de estos estudiantes en su aprendizaje del inglés.

(Áreas de conocimiento)
Las pruebas estatales que evalúan el dominio del inglés comprenden cuatro áreas: habilidad para escuchar, hablar, leer y escribir.

(Niveles de dominio)
Para cada área de conocimiento, los estudiantes reciben una calificación que los clasifica en uno de estos niveles: principiante, intermedio, avanzado y avanzado superior.

Principiante indica las etapas iniciales en el aprendizaje del inglés.

Intermedio indica la habilidad de usar inglés básico durante las actividades rutinarias en la escuela.

Avanzado indica la habilidad de usar inglés académico en la clase, siempre y cuando el estudiante reciba ayuda en inglés.

Avanzado superior indica la habilidad de usar inglés académico en la clase con poca ayuda.

Ejemplos

- Ejemplo 1.** Los estudiantes que se clasifican en el nivel **intermedio** en el área de **habilidad para escuchar** demuestran que pueden entender lo que oyen en clase, siempre y cuando las actividades sean rutinarias y las palabras en inglés sean comunes.
- Ejemplo 2.** Los estudiantes que se clasifican en el nivel **avanzado superior** en su **habilidad para leer** no necesitan mucha ayuda para entender el inglés que se usa en las actividades de lectura de la escuela.

(Métodos de evaluación)
Las escuelas del estado de Texas dan varias pruebas que miden el nivel de dominio del inglés de los estudiantes. La columna titulada "Métodos de evaluación" indica el método de evaluación que se usó para determinar el nivel de su hijo.

- Observation Protocol**
Con este método de evaluación, los maestros observan a los estudiantes durante las actividades en la clase y luego usan una guía para determinar su nivel de dominio del inglés. En el año escolar 2003-2004, las escuelas de Texas llevaron a cabo una administración de referencia (preliminar) de estas evaluaciones.
- RPTE**
Los estudiantes del 3º al 12º grado que no dominan el inglés toman esta prueba cada año para medir su habilidad para leer en inglés hasta que alcancen el nivel **avanzado**.
- Prueba TAKS, del grado 3 al nivel de salida; Prueba TAAS, nivel de salida solamente**
Estas pruebas indican si los estudiantes han aprendido las destrezas académicas que se requieren para el nivel escolar en el que están inscritos. Los estudiantes con un conocimiento limitado de inglés que aprueban la sección de **lectura** de la prueba TAKS o la prueba TAAS serán clasificados en el nivel **avanzado superior** en esta área.

Información adicional sobre las evaluaciones

- Exento por el comité ARD:** Este mensaje aparece cuando el comité ARD exenta a un estudiante de una evaluación porque participa en un programa de educación especial.
- No hay calificación disponible:** Este mensaje aparece cuando un maestro no tuvo suficiente tiempo para observar y evaluar el dominio del inglés de un estudiante que acaba de inscribirse en la escuela. Este mensaje también aparece bajo otras circunstancias, como cuando un estudiante no estaba inscrito cuando se dio la prueba o cuando hubo una irregularidad en la administración de la prueba.

Los padres deben haber recibido un informe por separado de cada una de las pruebas RPTE, TAKS o TAAS que tomó su hijo. Para mayor información sobre estas pruebas o sobre los protocolos de observaciones, comuníquese con la escuela de su hijo.

Confidential Campus Roster — All Students

This report is generated for each grade tested at each campus and lists LEP students for whom an observation protocol rating document was submitted. For each student, the report provides the proficiency rating by language domain, the assessments used, and a comprehension score derived from the student’s reading and listening proficiency ratings. The report also indicates each student’s number of years of enrollment in U.S. schools as reported on the observation protocol rating document. The information in this report may be useful for instructional planning.

A. Identification Information

Identification information shown at the top left corner of the report includes the district number and name, the campus number and name, and the grade reported. At the top right corner, the report date is shown.

B. Student Information

Students are identified by name and student identification number (as used for PEIMS).

C. Years in U.S. Schools (Grades 1–12 Only)

This column indicates how many years the student has been enrolled in schools in the United States as reported on the Observation Protocol (OP) rating document. Page 11 of the OP District and Campus Coordinator Instructions for spring 2004 provided directions for completing this information. The directions can be accessed at the following Student Assessment Division website address: http://www.tea.state.tx.us/student.assessment/admin/obsprot/dc_manual.pdf.

D. Skill Areas

Test results are provided in five skill areas: listening, speaking, reading, writing, and comprehension.

E. Reading Assessment (Grades 3–12 Only)

This column lists the assessment used to determine the reading proficiency ratings. For Grades 3–12 reading, the proficiency ratings were determined from RPTE (beginning, intermediate, and advanced rating) and TAKS reading/ELA (advanced high rating only; English version only).

F. Proficiency Ratings

The following English language proficiency ratings may be assigned in the skill areas of listening, speaking, reading, and writing.

PROFICIENCY RATING

BEGINNING	This rating indicates the initial stages of learning English and minimal ability to communicate in English.
INTERMEDIATE	This rating indicates the ability to use common, basic English in routine classroom activities.
ADVANCED	This rating indicates the ability to use academic English in classroom activities as long as the necessary English-language assistance is provided.
ADVANCED HIGH	This rating indicates the ability to use academic English in classroom activities with minimal English-language assistance.

Detailed descriptions of the English-language abilities associated with these ratings are included on pages 14–19 of the OP Rater Administration Manual for spring 2004, which may be accessed from the TEA website at http://www.tea.state.tx.us/student.assessment/admin/obsprot/ra_manual.pdf. If a student did not receive a proficiency rating, the following comments may appear in this section of the report.

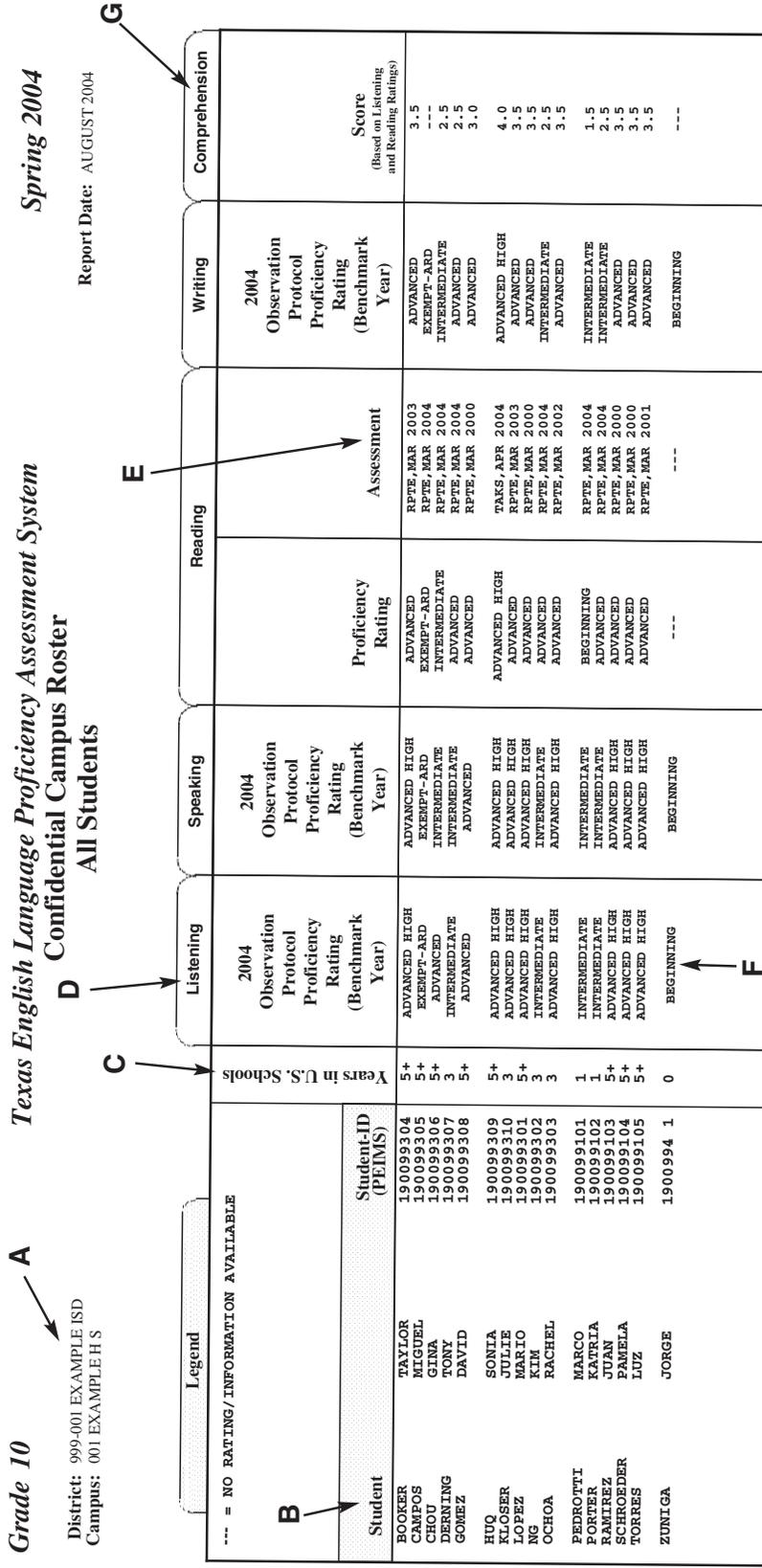
<u>REPORT COMMENT</u>	<u>EXPLANATION</u>
ABSENT	The student was absent during the test.
EXEMPT – ARD	The student was exempted from the assessment by an admission, review, and dismissal (ARD) committee.
- - -	No rating/information is available. This comment may appear under a variety of circumstances.
	<p>Examples:</p> <ul style="list-style-type: none"> • The score code of the student’s OP rating document was coded “EXTENUATING CIRCUMSTANCES” (EC), or the proficiency rating field was double-gridded or left blank. • An OP rating document was submitted for a student who was not enrolled at the time of the RPTE/TAKS test. • The student’s RPTE/TAKS answer document was coded “OTHER” for reasons such as a test administration irregularity. • The student’s RPTE/TAKS results or score code cannot be retrieved because the student identification information on the OP rating document does not match the student identification information on the RPTE/TAKS answer document.

G. Comprehension Score

No Child Left Behind legislation requires states to generate comprehension scores from their English language proficiency assessments. The TELPAS comprehension score ranges from 1.0 to 4.0. The score is determined from the listening and reading proficiency ratings, and each rating counts 50% toward the score. To derive the score, the student’s listening and reading ratings are each converted to a number from 1 (beginning) to 4 (advanced high). The average of the two numbers is the comprehension score.

District: 999-001 EXAMPLE ISD
Campus: 001 EXAMPLE HS

Report Date: AUGUST 2004



Legend		Listening		Speaking		Reading		Writing		Comprehension	
--- = NO RATING/ INFORMATION AVAILABLE											
Student	Student-ID (PEIMS)	2004 Observation Protocol Proficiency Rating (Benchmark Year)		2004 Observation Protocol Proficiency Rating (Benchmark Year)		Proficiency Rating		2004 Observation Protocol Proficiency Rating (Benchmark Year)		Score (Based on Listening and Reading Ratings)	
BOOKER	190099304	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	RPT, MAR 2003	ADVANCED	3.5		
CAMPOS	190099305	EXEMPT-ARD	EXEMPT-ARD	EXEMPT-ARD	EXEMPT-ARD	EXEMPT-ARD	RPT, MAR 2004	EXEMPT-ARD	---		
CHOU	190099306	ADVANCED	ADVANCED	ADVANCED	ADVANCED	ADVANCED	RPT, MAR 2004	INTERMEDIATE	---		
DERNING	190099307	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	RPT, MAR 2004	ADVANCED	2.5		
GOMEZ	190099308	ADVANCED	ADVANCED	ADVANCED	ADVANCED	ADVANCED	RPT, MAR 2000	ADVANCED	3.0		
HUO	190099309	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	TAKS, APR 2004	ADVANCED HIGH	4.0		
KLOSER	190099310	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	RPT, MAR 2003	ADVANCED	3.5		
NOFEZ	190099301	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	RPT, MAR 2000	ADVANCED	3.5		
NOZ	190099302	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	RPT, MAR 2004	INTERMEDIATE	2.5		
OCHOA	190099303	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	RPT, MAR 2002	ADVANCED	3.5		
PEDROTTI	190099101	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	BEGINNING	RPT, MAR 2004	INTERMEDIATE	1.5		
PORTER	190099102	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	ADVANCED	RPT, MAR 2000	INTERMEDIATE	2.5		
RAMIREZ	190099103	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED	RPT, MAR 2000	ADVANCED	3.5		
SCHROEDER	190099104	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED	RPT, MAR 2000	ADVANCED	3.5		
TORRES	190099105	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED	RPT, MAR 2001	ADVANCED	3.5		
ZUNIGA	1900994 1	BEGINNING	BEGINNING	BEGINNING	BEGINNING	---	---	BEGINNING	---		

TOTAL STUDENTS LISTED: 16