

Classic DATA \_NULL\_ and PUT Statements are Still Viable Solutions

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## **Classic DATA \_NULL\_ and PUT Statements are Still Viable Solutions**

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### **Abstract**

What procedure would you use if you needed output that requires results beyond the formatting capabilities of standard SAS procedures as PROC REPORT or PROC PRINT or other standard SAS procedures? Having complete control of data placement and page content distinguishes DATA \_NULL\_ from other standard procedural output. The classic DATA \_NULL\_, not including ODS OO or ODS Markup, is still a viable option. In this paper I will discuss the classic features of DATA \_NULL\_ and give examples of the code.

### **Introduction: Background Information**

Within the last year, we have converted our SAS programs to the UNIX platform from the mainframe. We wanted to produce PDF output in the UNIX environment using a large number of legacy programs. Because of the level of detail in the reports, precise placement of data is essential. We are a quality assurance group that runs reports in tandem with a third party vendor. For checking purposes, we need our reports to have very similar if not exactly the same format as the third party vendor reports. The reports contain headers, titles, lined borders, as well as text, counts and percentages. This combination can be a formatting nightmare. Our mainframe SAS programs used DATA \_NULL\_ to produce detailed ASCII reports that were routed to the printer. This system worked well on the mainframe but in the UNIX environment, printing the ASCII reports was an issue. Our Information Systems Department chose Nenscript to convert the ASCII files to postscript format. Ghostscript was then used to convert the postscript output to PDF. Using Nenscript, an Adobe Acrobat post script converter clone, and Ghostscript for the conversion to PDF allowed us to use the legacy programs without having to do extensive coding.

At this point you may ask, “Should we still use DATA \_NULL\_ and the PUT statement to produce reports?” The answer is, “Yes! DATA \_NULL\_ is still a viable solution.” Reports that require specific row and column locations can easily be created using DATA \_NULL\_. There are many different options that can be used to produce reports. I have researched ODS Markup, ODS OO, Table Templates and PROC REPORT. We chose the classic DATA \_NULL\_ approach because we were familiar with its syntax, we had many legacy programs that contained classic DATA \_NULL\_ code, and it allowed for the detail that we needed in our reporting.

### **The DATA \_NULL\_ Step**

DATA \_NULL\_ processes all statements in the data step without creating a data set. Usually the data is output to a file but not always. It may be viewed in various formats or printed or used to create other types of output. Some of the features of DATA \_NULL\_ are listed below.

- \* Columnar output and formatting
- \* Summary lines
- \* Paging
- \* Various output types (files, ODS output, printed, no output, etc.)
- \* Line placement
- \* Lines Left option
- \* List Output
- \* Titles and footnotes and headers

### Getting Started: The Data File

Below is a small clip of the data file in the SAS library that is the input data for this example.

The SAS System

1

Obs	STUDENT - ID		GRADE	SCORE CODE	SCALE SCORE	MET STD	COMM PERF	OBJ _1_	OBJ _2_	GENDER OF STUDENT	ETHNIC
	AS USED FOR PEIMS	DISTRICT CAMPUS NUMBER									
1	970015101	256999101	05	S	2713	1	1	13	8	M	1
2	970015102	256999101	05	S	2556	1	1	12	8	F	2
3	970015103	256999101	05	S	2442	1	1	11	8		3
4	970015104	256999101	05	S	2400	1	1	10	8	M	4
5	970015105	256999101	05	S	2323	1	0	9	8	F	5
6	970015106	256999101	05	S	2283	1	0	8	8		
7	970015107	256999101	05	S	2249	1	0	7	8	M	1
8	970015108	256999101	05	S	2219	1	0	6	8	F	2
9	970015109	256999101	05	S	2192	1	0	5	8		3
10	970015110	256999101	05	S	2168	1	0	4	8	M	4
11	970015111	256999101	05	S	2145	1	0	3	8	F	5
12	970015112	256999101	05	S	2124	1	0	2	8		
13	970015113	256999101	05	S	2104	1	0	1	8	M	1
14	970015114	256999101	05	S	2100	1	0	0	8	F	2
15	970015127	256999101	05	S	1866	0	0	0	0		

Understanding the data is almost always the first step to any program. The SAS data above will be used throughout this paper. The STUDENT ID, the DISTRICT/CAMPUS NUMBER, the GRADE, MET STD, COMM PERF and the SCORE CODE are all student specific data. The variable MET STD contains a “1” for passing or “0” for not passing, COMM PERF is the variable for commended performance with “1” for commended and “0” for not commended, and Obj\_1 is the number correct for that set of object one items, Obj\_2 is the number of items correct for the set of Object 2 items, GENDER is the sex of the student, and ETHNIC is (1=American Indian, 2=Asian, 3=African American, 4=Hispanic and 5=White). The test file contains 548 observations with 196 variables but only the first fifteen observations and eleven variables are shown. A file for an actual administration contains approximately 300,000 records.

### The Output File

```
FILENAME fileref 'filename';

PROC PRINTTO PRINT=fileref;
run;
```

```
DATA _NULL_ ; FILE PRINT ;
```

The above syntax is used to produce an output file using DATA \_NULL\_. First create a FILENAME reference. The *fileref* temporarily points to a storage location. Next, a PROC PRINTTO statement is needed. The PRINTTO procedure reroutes SAS output to an alternate location. All PROC PRINTTO output is sent to the referenced location until another PROC PRINTTO is encountered. The DATA \_NULL\_ and FILE PRINT statement sends the output from the data step to the *fileref*. The two FILENAME statements below define more than one file to be output.

```
FILENAME FT21F001 PIPE
%FORMS(FORM=L073,UNITNUM=FT34F001,JOBNAME=GR5_DEMO&REPPUNIT);
FILENAME FT22F001 PIPE
%FORMS(FORM=L084,UNITNUM=FT34F001,JOBNAME=GR5_DEMO&REPPUNIT);

PROC PRINTTO PRINT=FT&OUTDSN.F001;
RUN;
```

In the clips from the example program shown above, the *fileref* is FT21F001 and FT22F001 and the storage location is created by a macro named FORMS that is stored outside the program. The PROC PRINTTO statement contains a macro variable used to name the output file reference. The FORMS macro will be examined in more detail later in this paper.

## Creating Reports with DATA \_NULL\_

```
data _null_ ;
  set taks;

  file print ps=73  ls=172  notitles;

  /* Report Headers */

  put @54 'Texas Assessment of Knowledge and Skills' @;

  %if &sortby = district %then
    %do;
      put @118 'District:'
          @129 district7 $7.
          @137 dname $12.
          / @2 'TAKS';
    %end;

  %if &sortby = campus %then
    %do;
      put @118 'District:'
          @129 district7 $7.
          @137 dname $12.
          / @2 'TAKS'
            @120 'Campus:'
            @129 cnum3 $3.
            @133 cname $18.;
    %end;
```

The abbreviated DATA \_NULL\_ step above is from the example program that creates the Demographic Summary Report. The example Demographic Summary Report program can be found in Appendix B. A SET statement is used to get the data into the \_NULL\_ step. When examining DATA \_NULL\_, notice that the FILE PRINT statement is before the PUT statement. The FILE PRINT statement routes the output to the file referenced by the PROC PRINTTO statement. The FILE PRINT statement also contains the options for the \_NULL\_ step. In the example, the options are set to a page size of 73 and a line size of 172 and no titles are to be printed. The “SAS SYSTEM” title is automatically created unless a NOTITLES option is specified in the FILE PRINT statement.

The PUT statement writes the formatted output to the output print file line by line. The @n defines the beginning column where the data is to be placed. The beginning column for the header information is at column 54. The trailing @, just before the semi-colon on the header line, is a line hold specifier. The trailing @ is needed to hold the line pointer so that the remaining header information can be input conditionally. A conditional %IF %THEN statement determines what is to be placed on the line depending on the SORTBY macro variable, defined at the beginning of the program. In the example program the SORTBY variable is set to “CAMPUS”, making the report a campus level report. First, “District:” is put at column 118 and the variable containing the district number, DISTRICT7, is put at column 129 and the variable DNAME, district name, is put at column 137. The forward slash, “/”, advances the pointer down one row. “TAKS” is written at column two, “Campus” is written at column 120, the campus number is written at column 129 and the campus name is written at column 133.

## Formats and Macros

```
proc format;
  picture pctfmt (round) 0 - high = '009'
    . = '----';

  picture avgfmt (round) 0 - high = '009.9'
    . = ' ----';

  picture com6x (round) 0 - high = '00,009' (fill=' ')
    . = ' ----';

  %let vertbar1_170_r = %str(@1  '|'|  @48  '|'|  @57  '|'|  @64  '|'|
    @74  '|'|  @85  '|'|  @100 '|'|  @115 '|'|
    @130 '|'|  @146 '|'|
    );

  %let vertbar1_92_170_r = %str(@1  '|'|  @85  '|'|  @100 '|'|  @115 '|'|
    @130 '|'|  @146 '|'|
    );
```

The section above shows the formats and macros used with the PUT statement to output data in the desired format. The formats PCTFMT, AVGFMT and COM6X are all used to format the output data in the example below. The macros, VERTBAR1\_170\_R and VERTBAR1\_92\_170, contain the vertical lines that border each column of data. Using

the macro name, rather than the text input, makes it much easier to input the vertical lines.

### Getting the Data into the Report

```

put    &vertbar1_170_r
      / &vertbar1_170_r
      @2    &t2
      @50   r_all_d           comma6.
      @60   r_all_rs         scale.
      ~~~~~
      ~~~~~
      @132  r_all_obj4_ni    avgfmt.
      @141  r_all_obj4_ri    pctfmt.
overprint @2 144* '_'
      / &vertbar1_170_r

```

A semi-colon ended the previous PUT statement for the header information. The PUT statement in the example above begins a new line of output. On the first line after the PUT statement the macro variable VERTBAR1\_170\_R outputs the vertical border lines for each column. The “/” moves the line control pointer down one line and again the macro variable VERTBAR1\_170\_R places the vertical lines for the column borders. The next line begins at column two as designated by the @2. T2 is a macro variable that contains the row header, “All Students.” The next line of code puts the data for variable, R\_ALL\_D, at the fiftieth position. The variable is output in the format of COMMA6. The next line of code puts the variable R\_ALL\_RS at column sixty in the format, SCALE. These formats were shown earlier as defined by the PROC FORMAT procedure. Skipping to column 132 the variable R\_ALL\_OBJ4\_NI is output in the format AVGFMT. At column 141 the variable R\_ALL\_OBJ4\_RI is output in the format PCTFMT. Beginning at column two on the next line, OVERPRINT places 144 underscores. The horizontal line borders the data for the GENDER of the student. Beginning at column two, 144 underscores are printed across the page horizontally. The line control pointer is advanced one line and the macro VERTBAR\_1\_170\_R outputs the vertical columnar borders.

### More Options for DATA \_NULL\_ : LINESLEFT Option

Another option that can be used with DATA \_NULL\_ is the LINESLEFT (LL) option. Using the LINESLEFT= option in the FILE PRINT statement creates a variable that will contain the number of lines remaining on a page. Knowing the number of lines of data remaining gives the user the opportunity to compare the lines left on the page to the number of lines needed. Below is an example of the LINESLEFT option.

```
file print notitle pagesize = 55 linesleft=linectr;
```

The LINECTR variable, created by the LINESLEFT option, contains the number of lines left on a page of output. PAGESIZE defines the number of lines that the output page will contain and can be specified in the FILE PRINT statement as shown above.

```

if last.campus then
do;

  if linectr > 10 then
  do;
    howmany=linectr;
    do while(howmany>5);
      put      &readbar1_170;
      howmany=howmany - 1;
    end;
  end;
end;

```

The above code is invoked when the end of the data is reached for a specified campus. The above code outputs the vertical lines at the bottom of the page. Looking at the code, if the number of lines left indicated by the variable LINECTR is greater than 10, then the vertical line macro READBAR1\_170 is output while the variable HOWMANY is greater than five. HOWMANY is initially set to LINECTR. HOWMANY is incremented by minus one until the number five is reached. The vertical lines have been drawn to within the last five lines at the bottom of the page when the DO WHILE condition has been met. At this point the program continues down through any remaining code. LINESLEFT can also be used to skip lines in increments or to put footers or notes into reports at specified rows by counting the lines left. It can also be used to determine if lines can be written or if advancing to another page is necessary.

### The HEADER Option

The code below is an example of the HEADER option.

```

file print ll=linectr ps=73 ls=172 header=H notitles;

return;
h: pn+1;
  put   @2   '*****'
        @66  'Texas Assessment of Knowledge and Skills' @;

  if length(&repunit) = 6 then
      put @130 'District:'
          @141 district7   $7.
          @149 dname       $12.
          / @2   'TAKS'
            @132 '  '
            @141 '  '
            @145 '  ';

  if length(&repunit) = 9 then
      put @130 'District:'
          @141 district7   $7.
          @149 dname       $12.
          / @2   'TAKS'
            @132 'Campus:'
            @141 cnum3     $3.
            @145 cname     $18.;

return;

```

The macro variable REPUNIT is input at the beginning of the program depending on the kind of output wanted. If the report is to be district level data, the six digit district code is input. If the data is to be campus level data, then the nine digit campus code is input.

In the example code above notice the RETURN statement at the beginning of the example. The RETURN statement marks the end of the main part of the DATA \_NULL\_ step. In the H:pn+1 statement, the H: marks the beginning of the HEADER and the pn+1 is a counter for the page number. The first line of output places five asterisks beginning at column two. The pointer moves to column 66 and writes the title, “Texas Assessment of Knowledge and Skills.” The trailing @ sign at the end of the title is a line control pointer. The trailing @ holds the line pointer at the current position and advances only when the IF CONDITION is true and the following statement is to be executed. The RETURN statement marks the end of the HEADER.

### Formatting ASCII Output

An easy way to set the font and font size of an ASCII file is to use a word processor and the SAS MONOSPACE font. This will usually work well when a small number of reports are produced. You have to pull each file into the word processor and then highlight the report and change the font. Because we were working with hundreds of reports that we wanted to output into PDF format, rather than using exogenous software like Wordpad to format the report in a second step, we wanted the file to be output into PDF at completion of the program. To get our reports into PDF format, we chose Nenscript and Ghostscript. Nenscript converts the ASCII file to postscript and Ghostscript converts the postscript file to PDF. The FILENAME statement is used to define the output file. Because we are putting the file on a UNIX server, the PIPE command is also used. The FILENAME statement calls the FORMS macro that calls the specified form macro that contains the formatting specifications as font, orientation, margins, font size, etc. The FORMS macro places the file information as font and font size and orientation into the Nenscript parameters to produce the postscript file. The formatted postscript file is then converted by Ghostscript into a PDF file. The FILENAME statement below calls the FORMS macro.

```
filename ft21f001 PIPE  
%FORMS (FORM=1073,UNITNUM=ft21f001,JOBNAME=GR5_DEMO_&REPUNIT);
```

The example code below comes from the FORMS macro. Nenscript is called and the parameters are sent to Nenscript where the file is converted into postscript format using the specifications in the parameters passed by the FORMS macro. Then that file is piped to Ghostscript that converts the postscript file into PDF format and then outputs the file using the file name specified in the FORMS macro. The line below contains the Nenscript parameters and the PIPE after the Nenscript parameters. Ghostscript is called after the UNIX PIPE.

```
"nenscript -c &fm_font &fm_in &fm_o &fm_hd &fm_lpp &fm_dup &fm_d |  
sasps2pdf - &filename";
```

## **Summary**

Classic DATA \_NULL\_ is a procedure that can be a viable solution to many user needs. It is an excellent reporting tool when the placement of data is beyond the normal output of many SAS procedures. Formatting into PDF or postscript can often be accomplished using exogenous tools as Nenscript or Ghostscript or a word processor like WordPad or Word and the SAS MONOSPACE font. The process that was developed at the Texas Education Agency using Nenscript and Ghostscript makes the conversion seamless with the program. The output is consistently clean throughout all of our programs for the Student Assessment Division.

## **References**

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# **Appendix A**

					Results For Each Objective									
					1		2		3		4			
					Basic Understand.	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills						
					Number of Items Tested in Each Objective									
					13		8		8		13			
					Avg. Number of Items Correct/Avg. Percent of Items Correct									
"----" = No Data Reported For Fewer Than Five Students														
All Students		54	1802	26	7	1.8	14	2.6	32	3.8	47	8.7	67	
Male		12	1829	42	17	3.3	26	3.9	49	4.4	55	7.6	58	
Female		12	1767	42	8	2.5	19	3.8	48	4.3	54	7.6	58	
No Information Provided		30	1805	13	3	0.9	7	1.6	20	3.3	41	9.5	73	
Native American		12	1706	25	8	2.2	17	2.6	32	2.8	34	6.3	48	
Asian		12	1641	25	8	1.5	12	2.5	31	2.7	33	6.1	47	
African American		7	1887	29	14	2.3	18	3.0	38	4.3	54	10.0	77	
Hispanic		7	1866	29	14	2.0	15	2.9	36	4.1	52	9.7	75	
White		6	1946	33	0	2.0	15	3.2	40	4.7	58	11.0	85	
No Information Provided		10	1920	20	0	1.0	8	1.9	24	5.2	65	11.6	89	
Economically Disadvantaged	Free Meals	14	1707	21	7	2.1	16	2.2	28	2.9	36	6.6	51	
	Reduced Meals	14	1654	21	7	1.6	12	2.1	27	2.7	34	6.5	50	
	Other	8	1968	38	13	2.4	18	3.6	45	4.5	56	11.1	86	
	No Information Provided	7	1903	29	14	1.6	12	2.9	36	3.9	48	10.4	80	
		11	1928	27	0	1.3	10	2.7	34	5.7	72	11.1	85	
Title I, Part A Schoolwide Prog. Participants		10	1711	20	10	2.4	18	2.3	29	3.2	40	6.5	50	
Targeted Assistance Participants		10	1646	20	10	1.7	13	2.2	28	3.0	38	6.5	50	
Nonparticipants (Previous Participants)		5	2067	40	20	3.0	23	4.2	53	5.6	70	13.0	100	
Homeless Participants at Non-Title I Schools		7	2097	57	14	3.4	26	5.1	64	6.1	77	12.9	99	
Nonparticipants (Not Previous Participants)		4	----	----	----	----	----	----	----	----	----	----	----	
No Information Provided		18	1698	11	0	0.4	3	1.1	13	2.6	33	7.4	57	
Migrant	Yes	11	1791	36	18	3.0	23	3.5	44	4.1	51	7.1	55	
	No	12	1767	42	8	2.5	19	3.8	48	4.3	54	7.6	58	
	No Information Provided	31	1819	16	3	1.1	8	1.8	22	3.5	43	9.6	74	
LEP	Current LEP	12	1829	42	17	3.3	26	3.9	49	4.4	55	7.6	58	
	Non-LEP (Monitored 1st Year)	5	1184	0	0	0.0	0	0.0	0	0.0	0	0.0	0	
	Non-LEP (Monitored 2nd Year)	0	----	----	----	----	----	----	----	----	----	----	----	
	Other Non-LEP	6	2161	67	17	3.5	27	6.3	79	7.3	92	13.0	100	
	No Information Provided	31	1822	16	3	1.1	9	1.8	22	3.5	43	9.6	74	
Bilingual/ESL Program	Bilingual	7	2164	71	29	5.7	44	5.7	71	6.4	80	11.1	86	
	ESL	6	2204	83	17	5.0	38	6.7	83	7.3	92	13.0	100	
	Neither	6	1330	0	0	0.0	0	1.0	13	1.3	17	2.2	17	
	No Information Provided	35	1742	11	3	0.7	6	1.5	19	3.1	38	8.5	66	
Special Education	Yes	12	1829	42	17	3.3	26	3.9	49	4.4	55	7.6	58	
	No	11	1717	36	9	1.9	15	3.5	43	4.0	50	7.1	55	
	No Information Provided	31	1822	16	3	1.1	9	1.8	22	3.5	43	9.6	74	
Gifted/Talented	Participants	12	1829	42	17	3.3	26	3.9	49	4.4	55	7.6	58	
	Nonparticipants	11	1717	36	9	1.9	15	3.5	43	4.0	50	7.1	55	
	No Information Provided	31	1822	16	3	1.1	9	1.8	22	3.5	43	9.6	74	
At-Risk	Yes	11	1791	36	18	3.0	23	3.5	44	4.1	51	7.1	55	
	No	12	1767	42	8	2.5	19	3.8	48	4.3	54	7.6	58	
	No Information Provided	31	1819	16	3	1.1	8	1.8	22	3.5	43	9.6	74	

All Students

"----" = No Data Reported For Fewer Than Five Students					Results For Each Objective											
					1		2		3		4		5		6	
	Number of Students Tested	Avg Scale Score	Percent Met Standard	Percent Commend. Perform.	Number of Items Tested in Each Objective											
					11		7		7		7		4		8	
					Avg. Number of Items Correct/Avg. Percent of Items Correct											
All Students	54	1816	28	9	1.3	12	1.9	28	2.9	41	3.8	54	2.6	64	6.0	75
Male	11	1839	55	18	2.4	21	3.5	49	3.9	56	4.5	64	2.5	64	5.1	64
Female	13	1739	38	15	2.1	19	2.8	40	3.2	46	3.8	54	2.2	54	4.3	54
No Information Provided	30	1842	13	3	0.6	5	1.0	15	2.3	33	3.5	50	2.7	68	7.1	88
Native American	11	1711	36	9	1.5	13	2.2	31	2.5	36	2.9	42	2.0	50	4.7	59
Asian	13	1627	23	8	1.5	13	1.7	24	2.2	31	2.4	34	1.6	40	3.9	49
African American	7	1938	29	14	1.7	16	2.3	33	3.3	47	4.3	61	2.9	71	7.1	89
Hispanic	7	1895	29	14	1.4	13	2.1	31	3.1	45	4.1	59	2.9	71	6.9	86
White	6	1977	33	17	1.3	12	2.3	33	3.5	50	4.7	67	3.3	83	7.7	96
No Information Provided	10	1943	20	0	0.6	5	1.4	20	3.2	46	5.3	76	3.5	88	7.7	96
Economically Disadvantaged	13	1725	31	8	1.5	13	1.9	27	2.3	33	3.1	44	2.2	54	5.0	63
Free Meals	15	1642	20	7	1.4	13	1.6	23	1.9	28	2.6	37	1.8	45	4.2	53
Reduced Meals	8	1994	38	13	1.6	15	2.9	41	3.5	50	4.8	68	3.3	81	7.6	95
Other	7	1928	29	14	1.1	10	2.0	29	3.0	43	4.1	59	3.0	75	7.4	93
No	7	1928	29	14	1.1	10	2.0	29	3.0	43	4.1	59	3.0	75	7.4	93
No Information Provided	11	1962	27	9	0.9	8	1.7	25	4.2	60	5.2	74	3.3	82	7.5	94
Title I, Part A--Schoolwide Prog. Participants	9	1706	33	11	1.7	15	2.0	29	2.6	37	3.7	52	2.2	56	4.4	56
Targeted Assistance Participants	11	1615	18	9	1.6	15	1.5	22	2.0	29	2.9	42	1.8	45	3.6	45
Nonparticipants (Previous Participants)	5	2090	40	20	2.2	20	3.2	46	4.2	60	6.2	89	4.0	100	8.0	100
Homeless Participants at Non-Title I Schools	7	2121	57	29	2.3	21	4.1	59	5.0	71	6.1	88	4.0	100	8.0	100
Nonparticipants (Not Previous Participants)	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
No Information Provided	18	1746	11	0	0.3	3	0.7	10	1.8	25	2.3	33	1.9	47	6.4	81
Migrant	10	1795	50	20	2.1	19	3.1	44	3.6	51	4.2	60	2.4	60	4.8	60
Yes	13	1739	38	15	2.1	19	2.8	40	3.2	46	3.8	54	2.2	54	4.3	54
No	13	1739	38	15	2.1	19	2.8	40	3.2	46	3.8	54	2.2	54	4.3	54
No Information Provided	31	1856	16	3	0.7	7	1.2	18	2.5	35	3.6	52	2.8	69	7.1	89
Limited English Proficient	11	1839	55	18	2.4	21	3.5	49	3.9	56	4.5	64	2.5	64	5.1	64
Current LEP	5	1108	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Non-LEP (Monitored 1st Year)	0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Non-LEP (Monitored 2nd Year)	7	2095	57	14	2.9	26	4.1	59	5.0	71	6.0	86	3.4	86	6.9	86
Other Non-LEP	31	1860	16	6	0.8	7	1.2	18	2.5	35	3.6	52	2.8	69	7.1	89
No Information Provided	31	1860	16	6	0.8	7	1.2	18	2.5	35	3.6	52	2.8	69	7.1	89
Bilingual/ESL Program	6	2283	83	33	4.3	39	5.7	81	6.0	86	7.0	100	4.0	100	8.0	100
Bilingual	7	2143	71	29	3.9	35	4.7	67	5.0	71	6.0	86	3.4	86	6.9	86
ESL	6	1268	0	0	0.0	0	0.5	7	1.2	17	1.2	17	0.7	17	1.3	17
Neither	6	1268	0	0	0.0	0	0.5	7	1.2	17	1.2	17	0.7	17	1.3	17
No Information Provided	35	1765	14	3	0.5	5	1.0	14	2.2	31	3.2	46	2.5	61	6.3	79
Special Education	11	1839	55	18	2.4	21	3.5	49	3.9	56	4.5	64	2.5	64	5.1	64
Yes	12	1684	33	8	1.7	15	2.4	35	2.9	42	3.5	50	2.0	50	4.0	50
No	12	1684	33	8	1.7	15	2.4	35	2.9	42	3.5	50	2.0	50	4.0	50
No Information Provided	31	1860	16	6	0.8	7	1.2	18	2.5	35	3.6	52	2.8	69	7.1	89
Gifted/Talented	11	1839	55	18	2.4	21	3.5	49	3.9	56	4.5	64	2.5	64	5.1	64
Participants	12	1684	33	8	1.7	15	2.4	35	2.9	42	3.5	50	2.0	50	4.0	50
Nonparticipants	12	1684	33	8	1.7	15	2.4	35	2.9	42	3.5	50	2.0	50	4.0	50
No Information Provided	31	1860	16	6	0.8	7	1.2	18	2.5	35	3.6	52	2.8	69	7.1	89
At-Risk	10	1795	50	20	2.1	19	3.1	44	3.6	51	4.2	60	2.4	60	4.8	60
Yes	13	1739	38	15	2.1	19	2.8	40	3.2	46	3.8	54	2.2	54	4.3	54
No	13	1739	38	15	2.1	19	2.8	40	3.2	46	3.8	54	2.2	54	4.3	54
No Information Provided	31	1856	16	3	0.7	7	1.2	18	2.5	35	3.6	52	2.8	69	7.1	89

Reading

"---"=No Data Reported For  
Fewer Than Five Students

	Total Items Tested	Average Items Correct	
		Number	Percent

1. Basic Understanding.....	13	1.8	14
2. Applying Knowledge of Literary Elements.....	8	2.6	32
3. Using Strategies to Analyze.....	8	3.8	47
4. Applying Critical-Thinking Skills...	13	8.7	67

Number of Students Tested	Average Scale Score	Met Standard		Commended Performance	
		Number	Percent	Number	Percent
54	1802	14	26	4	7

Administration Summary

	Number	Percent
Number of Students Tested.....	54	96
Students Absent.....	0	0
Students Exempt: LEP.....	0	0
Students ARD-Exempted After April Test.....	0	0
Students Receiving Parental Waiver.....	0	0
Students Administered Alternate Assessment..	0	0
Other Students Not Tested.....	2	4
Total Answer Documents Submitted.....	56	100

Mathematics

	Total Items Tested	Average Items Correct	
		Number	Percent

1. Numbers, Operations, and Quantitative Reasoning .....	11	1.3	12
2. Patterns, Relationships, and Algebraic Reasoning .....	7	1.9	28
3. Geometry and Spatial Reasoning.....	7	2.9	41
4. Concepts and Uses of Measurement....	7	3.8	54
5. Probability and Statistics.....	4	2.6	64
6. Mathematical Processes and Tools....	8	6.0	75

Number of Students Tested	Average Scale Score	Met Standard		Commended Performance	
		Number	Percent	Number	Percent
54	1816	15	28	5	9

Administration Summary

	Number	Percent
Number of Students Tested.....	54	96
Students Absent.....	0	0
Students Exempt: LEP.....	0	0
Students ARD-Exempted After May Test.....	0	0
Students Receiving Parental Waiver.....	0	0
Students Administered Alternate Assessment..	0	0
Other Students Not Tested.....	2	4
Total Answer Documents Submitted.....	56	100

	Reading				Mathematics				Science
	Number of Students Tested	Average Scale Score	Percent Met Std	Percent Commended	Number of Students Tested	Average Scale Score	Percent Met Std	Percent Commended	
"---"=No Data Reported For Fewer Than Five Students									
All Students	54	1802	26	7	54	1816	28	9	
Male	12	1829	42	17	11	1839	55	18	
Female	12	1767	42	8	13	1739	38	15	
No Information Provided	30	1805	13	3	30	1842	13	3	
Native American	12	1706	25	8	11	1711	36	9	
Asian	12	1641	25	8	13	1627	23	8	
African American	7	1887	29	14	7	1938	29	14	
Hispanic	7	1866	29	14	7	1895	29	14	
White	6	1946	33	0	6	1977	33	17	
No Information Provided	10	1920	20	0	10	1943	20	0	
Economically Disadvantaged									
Yes	36	1744	25	8	36	1750	28	8	
No	7	1903	29	14	7	1928	29	14	
No Information Provided	11	1928	27	0	11	1962	27	9	
Title I, Part A									
Participants	27	1787	30	11	27	1777	33	15	
Nonparticipants	9	2055	44	11	9	2076	44	11	
No Information Provided	18	1698	11	0	18	1746	11	0	
Migrant									
Yes	11	1791	36	18	10	1795	50	20	
No	12	1767	42	8	13	1739	38	15	
No Information Provided	31	1819	16	3	31	1856	16	3	
LEP									
Current Lep	12	1829	42	17	11	1839	55	18	
Non_LEP (Monitored 1st Year)	5	1184	0	0	5	1108	0	0	
Non_LEP (Monitored 2nd Year)	0	---	---	---	0	---	---	---	
Other Non-LEP	6	2161	67	17	7	2095	57	14	
No Information Provided	31	1822	16	3	31	1860	16	6	
Bilingual									
Participants	7	2164	71	29	6	2283	83	33	
Nonparticipants	11	1717	36	9	12	1684	33	8	
No Information Provided	36	1758	14	3	36	1783	17	6	
ESL									
Participants	6	2204	83	17	7	2143	71	29	
Nonparticipants	12	1740	33	17	11	1730	36	18	
No Information Provided	36	1756	14	3	36	1780	17	3	
Special Education									
Yes	12	1829	42	17	11	1839	55	18	
No	11	1717	36	9	12	1684	33	8	
No Information Provided	31	1822	16	3	31	1860	16	6	
Gifted/Talented									
Participants	12	1829	42	17	11	1839	55	18	
Nonparticipants	11	1717	36	9	12	1684	33	8	
No Information Provided	31	1822	16	3	31	1860	16	6	
At-Risk									
Yes	11	1791	36	18	10	1795	50	20	
No	12	1767	42	8	13	1739	38	15	
No Information Provided	31	1819	16	3	31	1856	16	3	

Science Test was Admin'd on 04-20-06

# **Appendix B**

## Program code for DATA \_NULL\_

```
data _null_;
  set taks      end=eof;

  file print ll=linectr ps=73 ls=172 notitles;

  today = today();
  time  = time();

  put @54 'Texas Assessment of Knowledge and Skills' @;

  %if &sortby = state %then
    %do;
      put @118 'STATEWIDE RESULTS'
        / @2 'TAKS';
    %end;

  %if &sortby = region %then
    %do;
      put @112 'Region: '
        @127 region $esc.
        / @2 'TAKS';
    %end;

  %if &sortby = district %then
    %do;
      put @118 'District:'
        @129 district7 $7.
        @137 dname $12.
        / @2 'TAKS';
    %end;

  %if &sortby = campus %then
    %do;
      put @118 'District:'
        @129 district7 $7.
        @137 dname $12.
        / @2 'TAKS'
        @120 'Campus:'
        @129 cnum3 $3.
        @133 cname $18.;
    %end;

  put @12 'Grade '
    @18 grade $2.
    @53 'Demographic Performance Summary -- Reading'
  / @115 'Report Date:'
    @129 rptmonth
    +1 rptyear
  / @54 &t1
    @111 'Date of Testing:'
    @129 tstmonth
    +1 rptyear
```

```

// @86 60*'_ '
/ @106 'Results For Each Objective'
  &vertbar92_170_r
/ &vertbar92_170_r
  @93 '1'
  @107 '2'
  @122 '3'
  @138 '4'
overprint @2 144*'_ '
/ &vertbar1_92_170_r
  @102 ' Applying'
  @119 ' Using'
  @133 ' Applying'
/ &vertbar1_92_170_r
  @2 ' "----" = No Data Reported'
  @102 ' Knowledge'
  @117 ' Strategies'
  @133 ' Critical-'
/ &vertbar1_92_170_r
  @2 ' For Fewer Than Five Students'
  @88 ' Basic'
  @101 ' of Literary'
  @121 ' to'
  @133 ' Thinking'
/ &vertbar1_92_170_r
  @86 ' Understand.'
  @102 ' Elements'
  @118 ' Analyze'
  @134 ' Skills'
overprint @2 144*'_ '
/ &vertbar1_92_r
/ &vertbar1_92_r
  @50 'Number'
  @96 'Number of Items Tested in Each Objective'
overprint @86 60*'_ '
/ &vertbar1_170_r
  @52 'of'
  @59 ' Avg'
  @66 'Percent'
  @77 'Percent'
  @92 '13'
  @107 ' 8'
  @122 ' 8'
  @138 '13'
overprint @86 60*'_ '
/ &vertbar1_92_r
  @49 'Students'
  @58 ' Scale'
  @68 'Met'
  @75 ' Commended'
/ &vertbar1_92_r
  @50 'Tested'
  @58 ' Score'
  @65 ' Standard'
  @77 'Perform.'
  @87 'Avg. Number of Items Correct/Avg. Percent of Items
Correct'

```

```

/ &vertbar1_92_r
overprint @2 144*'_' ;

put &vertbar1_170_r
/ &vertbar1_170_r
@2 &t2
@50 r_all_d comma6.
@60 r_all_rs scale.
@69 r_all_rm pctfmt.
@79 r_all_rc pctfmt.
@87 r_all_obj1_ni avgfmt.
@95 r_all_obj1_ri pctfmt.
@102 r_all_obj2_ni avgfmt.
@110 r_all_obj2_ri pctfmt.
@117 r_all_obj3_ni avgfmt.
@125 r_all_obj3_ri pctfmt.
@132 r_all_obj4_ni avgfmt.
@141 r_all_obj4_ri pctfmt.
overprint @2 144*'_'
/ &vertbar1_170_r
/ &vertbar1_170_r
@2 'Male'
@50 r_sexm_d comma6.
@60 r_sexm_rs scale.
@69 r_sexm_rm pctfmt.
@79 r_sexm_rc pctfmt.
@87 r_sexm_obj1_ni avgfmt.
@95 r_sexm_obj1_ri pctfmt.
@102 r_sexm_obj2_ni avgfmt.
@110 r_sexm_obj2_ri pctfmt.
@117 r_sexm_obj3_ni avgfmt.
@125 r_sexm_obj3_ri pctfmt.
@132 r_sexm_obj4_ni avgfmt.
@141 r_sexm_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 'Female'
@50 r_sexf_d comma6.
@60 r_sexf_rs scale.
@69 r_sexf_rm pctfmt.
@79 r_sexf_rc pctfmt.
@87 r_sexf_obj1_ni avgfmt.
@95 r_sexf_obj1_ri pctfmt.
@102 r_sexf_obj2_ni avgfmt.
@110 r_sexf_obj2_ri pctfmt.
@117 r_sexf_obj3_ni avgfmt.
@125 r_sexf_obj3_ri pctfmt.
@132 r_sexf_obj4_ni avgfmt.
@141 r_sexf_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 'No Information Provided'
@50 r_sexv_d comma6.
@60 r_sexv_rs scale.
@69 r_sexv_rm pctfmt.
@79 r_sexv_rc pctfmt.
@87 r_sexv_obj1_ni avgfmt.
@95 r_sexv_obj1_ri pctfmt.
@102 r_sexv_obj2_ni avgfmt.

```

```

@110 r_sexv_obj2_ri    pctfmt.
@117 r_sexv_obj3_ni    avgfmt.
@125 r_sexv_obj3_ri    pctfmt.
@132 r_sexv_obj4_ni    avgfmt.
@141 r_sexv_obj4_ri    pctfmt.
overprint @2 144*'_ '
/ &vertbar1_170_r
/ &vertbar1_170_r
@2   'Native American'
@50  r_ethi_d          comma6.
@60  r_ethi_rs         scale.
@69  r_ethi_rm         pctfmt.
@79  r_ethi_rc         pctfmt.
@87  r_ethi_obj1_ni    avgfmt.
@95  r_ethi_obj1_ri    pctfmt.
@102 r_ethi_obj2_ni    avgfmt.
@110 r_ethi_obj2_ri    pctfmt.
@117 r_ethi_obj3_ni    avgfmt.
@125 r_ethi_obj3_ri    pctfmt.
@132 r_ethi_obj4_ni    avgfmt.
@141 r_ethi_obj4_ri    pctfmt.
/ &vertbar1_170_r
@2   'Asian'
@50  r_etha_d          comma6.
@60  r_etha_rs         scale.
@69  r_etha_rm         pctfmt.
@79  r_etha_rc         pctfmt.
@87  r_etha_obj1_ni    avgfmt.
@95  r_etha_obj1_ri    pctfmt.
@102 r_etha_obj2_ni    avgfmt.
@110 r_etha_obj2_ri    pctfmt.
@117 r_etha_obj3_ni    avgfmt.
@125 r_etha_obj3_ri    pctfmt.
@132 r_etha_obj4_ni    avgfmt.
@141 r_etha_obj4_ri    pctfmt.
/ &vertbar1_170_r
@2   'African American'
@50  r_ethb_d          comma6.
@60  r_ethb_rs         scale.
@69  r_ethb_rm         pctfmt.
@79  r_ethb_rc         pctfmt.
@87  r_ethb_obj1_ni    avgfmt.
@95  r_ethb_obj1_ri    pctfmt.
@102 r_ethb_obj2_ni    avgfmt.
@110 r_ethb_obj2_ri    pctfmt.
@117 r_ethb_obj3_ni    avgfmt.
@125 r_ethb_obj3_ri    pctfmt.
@132 r_ethb_obj4_ni    avgfmt.
@141 r_ethb_obj4_ri    pctfmt.
/ &vertbar1_170_r
@2   'Hispanic'
@50  r_ethh_d          comma6.
@60  r_ethh_rs         scale.
@69  r_ethh_rm         pctfmt.
@79  r_ethh_rc         pctfmt.
@87  r_ethh_obj1_ni    avgfmt.
@95  r_ethh_obj1_ri    pctfmt.

```

```

@102 r_ethh_obj2_ni avgfmt.
@110 r_ethh_obj2_ri pctfmt.
@117 r_ethh_obj3_ni avgfmt.
@125 r_ethh_obj3_ri pctfmt.
@132 r_ethh_obj4_ni avgfmt.
@141 r_ethh_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 'White'
@50 r_ethw_d comma6.
@60 r_ethw_rs scale.
@69 r_ethw_rm pctfmt.
@79 r_ethw_rc pctfmt.
@87 r_ethw_obj1_ni avgfmt.
@95 r_ethw_obj1_ri pctfmt.
@102 r_ethw_obj2_ni avgfmt.
@110 r_ethw_obj2_ri pctfmt.
@117 r_ethw_obj3_ni avgfmt.
@125 r_ethw_obj3_ri pctfmt.
@132 r_ethw_obj4_ni avgfmt.
@141 r_ethw_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 'No Information Provided'
@50 r_ethv_d comma6.
@60 r_ethv_rs scale.
@69 r_ethv_rm pctfmt.
@79 r_ethv_rc pctfmt.
@87 r_ethv_obj1_ni avgfmt.
@95 r_ethv_obj1_ri pctfmt.
@102 r_ethv_obj2_ni avgfmt.
@110 r_ethv_obj2_ri pctfmt.
@117 r_ethv_obj3_ni avgfmt.
@125 r_ethv_obj3_ri pctfmt.
@132 r_ethv_obj4_ni avgfmt.
@141 r_ethv_obj4_ri pctfmt.
overprint @2 144* '_'
/ &vertbar1_170_r
/ &vertbar1_170_r
@2 'Economically Free Meals'
@50 r_ecol_d comma6.
@60 r_ecol_rs scale.
@69 r_ecol_rm pctfmt.
@79 r_ecol_rc pctfmt.
@87 r_ecol_obj1_ni avgfmt.
@95 r_ecol_obj1_ri pctfmt.
@102 r_ecol_obj2_ni avgfmt.
@110 r_ecol_obj2_ri pctfmt.
@117 r_ecol_obj3_ni avgfmt.
@125 r_ecol_obj3_ri pctfmt.
@132 r_ecol_obj4_ni avgfmt.
@141 r_ecol_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 'Disadvantaged Reduced Meals'
@50 r_eco2_d comma6.
@60 r_eco2_rs scale.
@69 r_eco2_rm pctfmt.
@79 r_eco2_rc pctfmt.
@87 r_eco2_obj1_ni avgfmt.

```

```

@95 r_eco2_obj1_ri pctfmt.
@102 r_eco2_obj2_ni avgfmt.
@110 r_eco2_obj2_ri pctfmt.
@117 r_eco2_obj3_ni avgfmt.
@125 r_eco2_obj3_ri pctfmt.
@132 r_eco2_obj4_ni avgfmt.
@141 r_eco2_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 ' Other '
@50 r_eco9_d comma6.
@60 r_eco9_rs scale.
@69 r_eco9_rm pctfmt.
@79 r_eco9_rc pctfmt.
@87 r_eco9_obj1_ni avgfmt.
@95 r_eco9_obj1_ri pctfmt.
@102 r_eco9_obj2_ni avgfmt.
@110 r_eco9_obj2_ri pctfmt.
@117 r_eco9_obj3_ni avgfmt.
@125 r_eco9_obj3_ri pctfmt.
@132 r_eco9_obj4_ni avgfmt.
@141 r_eco9_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 ' No '
@50 r_econ_d comma6.
@60 r_econ_rs scale.
@69 r_econ_rm pctfmt.
@79 r_econ_rc pctfmt.
@87 r_econ_obj1_ni avgfmt.
@95 r_econ_obj1_ri pctfmt.
@102 r_econ_obj2_ni avgfmt.
@110 r_econ_obj2_ri pctfmt.
@117 r_econ_obj3_ni avgfmt.
@125 r_econ_obj3_ri pctfmt.
@132 r_econ_obj4_ni avgfmt.
@141 r_econ_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 ' No Information Provided '
@50 r_ecov_d comma6.
@60 r_ecov_rs scale.
@69 r_ecov_rm pctfmt.
@79 r_ecov_rc pctfmt.
@87 r_ecov_obj1_ni avgfmt.
@95 r_ecov_obj1_ri pctfmt.
@102 r_ecov_obj2_ni avgfmt.
@110 r_ecov_obj2_ri pctfmt.
@117 r_ecov_obj3_ni avgfmt.
@125 r_ecov_obj3_ri pctfmt.
@132 r_ecov_obj4_ni avgfmt.
@141 r_ecov_obj4_ri pctfmt.
overprint @2 144* ' _ '
/ &vertbar1_170_r
/ &vertbar1_170_r
@2 'Title I, Part A Schoolwide Prog. Participants'
@50 r_til6_d comma6.
@60 r_til6_rs scale.
@69 r_til6_rm pctfmt.
@79 r_til6_rc pctfmt.

```

```

@87 r_til6_obj1_ni avgfmt.
@95 r_til6_obj1_ri pctfmt.
@102 r_til6_obj2_ni avgfmt.
@110 r_til6_obj2_ri pctfmt.
@117 r_til6_obj3_ni avgfmt.
@125 r_til6_obj3_ri pctfmt.
@132 r_til6_obj4_ni avgfmt.
@141 r_til6_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 ' Targeted Assistance Participants'
@50 r_til7_d comma6.
@60 r_til7_rs scale.
@69 r_til7_rm pctfmt.
@79 r_til7_rc pctfmt.
@87 r_til7_obj1_ni avgfmt.
@95 r_til7_obj1_ri pctfmt.
@102 r_til7_obj2_ni avgfmt.
@110 r_til7_obj2_ri pctfmt.
@117 r_til7_obj3_ni avgfmt.
@125 r_til7_obj3_ri pctfmt.
@132 r_til7_obj4_ni avgfmt.
@141 r_til7_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 ' Nonparticipants (Previous Participants)'
@50 r_til8_d comma6.
@60 r_til8_rs scale.
@69 r_til8_rm pctfmt.
@79 r_til8_rc pctfmt.
@87 r_til8_obj1_ni avgfmt.
@95 r_til8_obj1_ri pctfmt.
@102 r_til8_obj2_ni avgfmt.
@110 r_til8_obj2_ri pctfmt.
@117 r_til8_obj3_ni avgfmt.
@125 r_til8_obj3_ri pctfmt.
@132 r_til8_obj4_ni avgfmt.
@141 r_til8_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 ' Homeless Participants at Non-Title I Schools'
@50 r_til9_d comma6.
@60 r_til9_rs scale.
@69 r_til9_rm pctfmt.
@79 r_til9_rc pctfmt.
@87 r_til9_obj1_ni avgfmt.
@95 r_til9_obj1_ri pctfmt.
@102 r_til9_obj2_ni avgfmt.
@110 r_til9_obj2_ri pctfmt.
@117 r_til9_obj3_ni avgfmt.
@125 r_til9_obj3_ri pctfmt.
@132 r_til9_obj4_ni avgfmt.
@141 r_til9_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 ' Nonparticipants (Not Previous Participants)'
@50 r_tiln_d comma6.
@60 r_tiln_rs scale.
@69 r_tiln_rm pctfmt.
@79 r_tiln_rc pctfmt.
@87 r_tiln_obj1_ni avgfmt.

```

```

@95 r_tiln_obj1_ri pctfmt.
@102 r_tiln_obj2_ni avgfmt.
@110 r_tiln_obj2_ri pctfmt.
@117 r_tiln_obj3_ni avgfmt.
@125 r_tiln_obj3_ri pctfmt.
@132 r_tiln_obj4_ni avgfmt.
@141 r_tiln_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 ' No Information Provided'
@50 r_tilv_d comma6.
@60 r_tilv_rs scale.
@69 r_tilv_rm pctfmt.
@79 r_tilv_rc pctfmt.
@87 r_tilv_obj1_ni avgfmt.
@95 r_tilv_obj1_ri pctfmt.
@102 r_tilv_obj2_ni avgfmt.
@110 r_tilv_obj2_ri pctfmt.
@117 r_tilv_obj3_ni avgfmt.
@125 r_tilv_obj3_ri pctfmt.
@132 r_tilv_obj4_ni avgfmt.
@141 r_tilv_obj4_ri pctfmt.
overprint @2 144*'_-'
/ &vertbar1_170_r
/ &vertbar1_170_r
@2 'Migrant Yes'
@50 r_migy_d comma6.
@60 r_migy_rs scale.
@69 r_migy_rm pctfmt.
@79 r_migy_rc pctfmt.
@87 r_migy_obj1_ni avgfmt.
@95 r_migy_obj1_ri pctfmt.
@102 r_migy_obj2_ni avgfmt.
@110 r_migy_obj2_ri pctfmt.
@117 r_migy_obj3_ni avgfmt.
@125 r_migy_obj3_ri pctfmt.
@132 r_migy_obj4_ni avgfmt.
@141 r_migy_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 ' No'
@50 r_mign_d comma6.
@60 r_mign_rs scale.
@69 r_mign_rm pctfmt.
@79 r_mign_rc pctfmt.
@87 r_mign_obj1_ni avgfmt.
@95 r_mign_obj1_ri pctfmt.
@102 r_mign_obj2_ni avgfmt.
@110 r_mign_obj2_ri pctfmt.
@117 r_mign_obj3_ni avgfmt.
@125 r_mign_obj3_ri pctfmt.
@132 r_mign_obj4_ni avgfmt.
@141 r_mign_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 ' No Information Provided'
@50 r_migv_d comma6.
@60 r_migv_rs scale.
@69 r_migv_rm pctfmt.
@79 r_migv_rc pctfmt.

```

```

@87 r_migv_obj1_ni avgfmt.
@95 r_migv_obj1_ri pctfmt.
@102 r_migv_obj2_ni avgfmt.
@110 r_migv_obj2_ri pctfmt.
@117 r_migv_obj3_ni avgfmt.
@125 r_migv_obj3_ri pctfmt.
@132 r_migv_obj4_ni avgfmt.
@141 r_migv_obj4_ri pctfmt.
overprint @2 144* '_'
/ &vertbar1_170_r
/ &vertbar1_170_r
@2 'LEP Current LEP'
@50 r_lepc_d comma6.
@60 r_lepc_rs scale.
@69 r_lepc_rm pctfmt.
@79 r_lepc_rc pctfmt.
@87 r_lepc_obj1_ni avgfmt.
@95 r_lepc_obj1_ri pctfmt.
@102 r_lepc_obj2_ni avgfmt.
@110 r_lepc_obj2_ri pctfmt.
@117 r_lepc_obj3_ni avgfmt.
@125 r_lepc_obj3_ri pctfmt.
@132 r_lepc_obj4_ni avgfmt.
@141 r_lepc_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 ' Non-LEP (Monitored 1st Year)'
@50 r_lepf_d comma6.
@60 r_lepf_rs scale.
@69 r_lepf_rm pctfmt.
@79 r_lepf_rc pctfmt.
@87 r_lepf_obj1_ni avgfmt.
@95 r_lepf_obj1_ri pctfmt.
@102 r_lepf_obj2_ni avgfmt.
@110 r_lepf_obj2_ri pctfmt.
@117 r_lepf_obj3_ni avgfmt.
@125 r_lepf_obj3_ri pctfmt.
@132 r_lepf_obj4_ni avgfmt.
@141 r_lepf_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 ' Non-LEP (Monitored 2nd Year)'
@50 r_leps_d comma6.
@60 r_leps_rs scale.
@69 r_leps_rm pctfmt.
@79 r_leps_rc pctfmt.
@87 r_leps_obj1_ni avgfmt.
@95 r_leps_obj1_ri pctfmt.
@102 r_leps_obj2_ni avgfmt.
@110 r_leps_obj2_ri pctfmt.
@117 r_leps_obj3_ni avgfmt.
@125 r_leps_obj3_ri pctfmt.
@132 r_leps_obj4_ni avgfmt.
@141 r_leps_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 ' Other Non-LEP'
@50 r_lepn_d comma6.
@60 r_lepn_rs scale.
@69 r_lepn_rm pctfmt.

```

```

@79 r_lepn_rc pctfmt.
@87 r_lepn_obj1_ni avgfmt.
@95 r_lepn_obj1_ri pctfmt.
@102 r_lepn_obj2_ni avgfmt.
@110 r_lepn_obj2_ri pctfmt.
@117 r_lepn_obj3_ni avgfmt.
@125 r_lepn_obj3_ri pctfmt.
@132 r_lepn_obj4_ni avgfmt.
@141 r_lepn_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 ' No Information Provided'
@50 r_lepv_d comma6.
@60 r_lepv_rs scale.
@69 r_lepv_rm pctfmt.
@79 r_lepv_rc pctfmt.
@87 r_lepv_obj1_ni avgfmt.
@95 r_lepv_obj1_ri pctfmt.
@102 r_lepv_obj2_ni avgfmt.
@110 r_lepv_obj2_ri pctfmt.
@117 r_lepv_obj3_ni avgfmt.
@125 r_lepv_obj3_ri pctfmt.
@132 r_lepv_obj4_ni avgfmt.
@141 r_lepv_obj4_ri pctfmt.
overprint @2 144* '_'
/ &vertbar1_170_r
/ &vertbar1_170_r
@2 'Bilingual/' Bilingual'
@50 r_bily_d comma6.
@60 r_bily_rs scale.
@69 r_bily_rm pctfmt.
@79 r_bily_rc pctfmt.
@87 r_bily_obj1_ni avgfmt.
@95 r_bily_obj1_ri pctfmt.
@102 r_bily_obj2_ni avgfmt.
@110 r_bily_obj2_ri pctfmt.
@117 r_bily_obj3_ni avgfmt.
@125 r_bily_obj3_ri pctfmt.
@132 r_bily_obj4_ni avgfmt.
@141 r_bily_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 'ESL Program' ESL'
@50 r_esly_d comma6.
@60 r_esly_rs scale.
@69 r_esly_rm pctfmt.
@79 r_esly_rc pctfmt.
@87 r_esly_obj1_ni avgfmt.
@95 r_esly_obj1_ri pctfmt.
@102 r_esly_obj2_ni avgfmt.
@110 r_esly_obj2_ri pctfmt.
@117 r_esly_obj3_ni avgfmt.
@125 r_esly_obj3_ri pctfmt.
@132 r_esly_obj4_ni avgfmt.
@141 r_esly_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 ' Neither'
@50 r_esln_d comma6.
@60 r_esln_rs scale.

```

```

@69 r_esln_rm          pctfmt.
@79 r_esln_rc          pctfmt.
@87 r_esln_obj1_ni    avgfmt.
@95 r_esln_obj1_ri    pctfmt.
@102 r_esln_obj2_ni   avgfmt.
@110 r_esln_obj2_ri   pctfmt.
@117 r_esln_obj3_ni   avgfmt.
@125 r_esln_obj3_ri   pctfmt.
@132 r_esln_obj4_ni   avgfmt.
@141 r_esln_obj4_ri   pctfmt.
/ &vertbar1_170_r
@2 '                    No Information Provided'
@50 r_eslv_d          comma6.
@60 r_eslv_rs          scale.
@69 r_eslv_rm          pctfmt.
@79 r_eslv_rc          pctfmt.
@87 r_eslv_obj1_ni    avgfmt.
@95 r_eslv_obj1_ri    pctfmt.
@102 r_eslv_obj2_ni   avgfmt.
@110 r_eslv_obj2_ri   pctfmt.
@117 r_eslv_obj3_ni   avgfmt.
@125 r_eslv_obj3_ri   pctfmt.
@132 r_eslv_obj4_ni   avgfmt.
@141 r_eslv_obj4_ri   pctfmt.
overprint @2 144*'_ '
/ &vertbar1_170_r
/ &vertbar1_170_r
@2 'Special Education Yes'
@50 r_spey_d          comma6.
@60 r_spey_rs          scale.
@69 r_spey_rm          pctfmt.
@79 r_spey_rc          pctfmt.
@87 r_spey_obj1_ni    avgfmt.
@95 r_spey_obj1_ri    pctfmt.
@102 r_spey_obj2_ni   avgfmt.
@110 r_spey_obj2_ri   pctfmt.
@117 r_spey_obj3_ni   avgfmt.
@125 r_spey_obj3_ri   pctfmt.
@132 r_spey_obj4_ni   avgfmt.
@141 r_spey_obj4_ri   pctfmt.
/ &vertbar1_170_r
@2 '                    No '
@50 r_spen_d          comma6.
@60 r_spen_rs          scale.
@69 r_spen_rm          pctfmt.
@79 r_spen_rc          pctfmt.
@87 r_spen_obj1_ni    avgfmt.
@95 r_spen_obj1_ri    pctfmt.
@102 r_spen_obj2_ni   avgfmt.
@110 r_spen_obj2_ri   pctfmt.
@117 r_spen_obj3_ni   avgfmt.
@125 r_spen_obj3_ri   pctfmt.
@132 r_spen_obj4_ni   avgfmt.
@141 r_spen_obj4_ri   pctfmt.
/ &vertbar1_170_r
@2 '                    No Information Provided'
@50 r_spev_d          comma6.

```

```

@60 r_spev_rs scale.
@69 r_spev_rm pctfmt.
@79 r_spev_rc pctfmt.
@87 r_spev_obj1_ni avgfmt.
@95 r_spev_obj1_ri pctfmt.
@102 r_spev_obj2_ni avgfmt.
@110 r_spev_obj2_ri pctfmt.
@117 r_spev_obj3_ni avgfmt.
@125 r_spev_obj3_ri pctfmt.
@132 r_spev_obj4_ni avgfmt.
@141 r_spev_obj4_ri pctfmt.
overprint @2 144*'_ '
/ &vertbar1_170_r
/ &vertbar1_170_r
@2 'Gifted/Talented' Participants'
@50 r_gify_d comma6.
@60 r_gify_rs scale.
@69 r_gify_rm pctfmt.
@79 r_gify_rc pctfmt.
@87 r_gify_obj1_ni avgfmt.
@95 r_gify_obj1_ri pctfmt.
@102 r_gify_obj2_ni avgfmt.
@110 r_gify_obj2_ri pctfmt.
@117 r_gify_obj3_ni avgfmt.
@125 r_gify_obj3_ri pctfmt.
@132 r_gify_obj4_ni avgfmt.
@141 r_gify_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 ' Nonparticipants'
@50 r_gifn_d comma6.
@60 r_gifn_rs scale.
@69 r_gifn_rm pctfmt.
@79 r_gifn_rc pctfmt.
@87 r_gifn_obj1_ni avgfmt.
@95 r_gifn_obj1_ri pctfmt.
@102 r_gifn_obj2_ni avgfmt.
@110 r_gifn_obj2_ri pctfmt.
@117 r_gifn_obj3_ni avgfmt.
@125 r_gifn_obj3_ri pctfmt.
@132 r_gifn_obj4_ni avgfmt.
@141 r_gifn_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 ' No Information Provided'
@50 r_gifv_d comma6.
@60 r_gifv_rs scale.
@69 r_gifv_rm pctfmt.
@79 r_gifv_rc pctfmt.
@87 r_gifv_obj1_ni avgfmt.
@95 r_gifv_obj1_ri pctfmt.
@102 r_gifv_obj2_ni avgfmt.
@110 r_gifv_obj2_ri pctfmt.
@117 r_gifv_obj3_ni avgfmt.
@125 r_gifv_obj3_ri pctfmt.
@132 r_gifv_obj4_ni avgfmt.
@141 r_gifv_obj4_ri pctfmt.
overprint @2 144*'_ '
/ &vertbar1_170_r

```

```

/ &vertbar1_170_r
@2 'At-Risk' Yes'
@50 r_atry_d comma6.
@60 r_atry_rs scale.
@69 r_atry_rm pctfmt.
@79 r_atry_rc pctfmt.
@87 r_atry_obj1_ni avgfmt.
@95 r_atry_obj1_ri pctfmt.
@102 r_atry_obj2_ni avgfmt.
@110 r_atry_obj2_ri pctfmt.
@117 r_atry_obj3_ni avgfmt.
@125 r_atry_obj3_ri pctfmt.
@132 r_atry_obj4_ni avgfmt.
@141 r_atry_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 ' No'
@50 r_atrn_d comma6.
@60 r_atrn_rs scale.
@69 r_atrn_rm pctfmt.
@79 r_atrn_rc pctfmt.
@87 r_atrn_obj1_ni avgfmt.
@95 r_atrn_obj1_ri pctfmt.
@102 r_atrn_obj2_ni avgfmt.
@110 r_atrn_obj2_ri pctfmt.
@117 r_atrn_obj3_ni avgfmt.
@125 r_atrn_obj3_ri pctfmt.
@132 r_atrn_obj4_ni avgfmt.
@141 r_atrn_obj4_ri pctfmt.
/ &vertbar1_170_r
@2 ' No Information Provided'
@50 r_atrv_d comma6.
@60 r_atrv_rs scale.
@69 r_atrv_rm pctfmt.
@79 r_atrv_rc pctfmt.
@87 r_atrv_obj1_ni avgfmt.
@95 r_atrv_obj1_ri pctfmt.
@102 r_atrv_obj2_ni avgfmt.
@110 r_atrv_obj2_ri pctfmt.
@117 r_atrv_obj3_ni avgfmt.
@125 r_atrv_obj3_ri pctfmt.
@132 r_atrv_obj4_ni avgfmt.
@141 r_atrv_obj4_ri pctfmt.
overprint @2 144*'_' ;

```

```
put _page_;
```