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Dallas Independent School District

Data Packet

for 2012-13 Planning

Evaluation and Accountability
Data Analysis, Reporting, and Research Services

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School Number 126

CENTRAL

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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.
- 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
3	176
4	155
5	201
ALL	532

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	80	15.0	7	20.6
American Indian/Alaska Native	2	0.4	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	283	53.2	9	26.5
White	159	29.9	16	47.1
Multiple	8	1.5	2	5.9
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	375	70.5
Economically disadvantaged	473	88.9
Limited English proficient (LEP)	179	33.6
Special education	48	9.0
Talented and Gifted (TAG)	80	15.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
3	2010	206	27	13.1	1	0.5	0	0.0	102	49.5	76	36.9	—	—
	2011	167	17	10.2	1	0.6	0	0.0	76	45.5	71	42.5	2	1.2
	2012	176	27	15.3	1	0.6	0	0.0	100	56.8	45	25.6	3	1.7
4	2010	186	19	10.2	1	0.5	0	0.0	88	47.3	78	41.9	—	—
	2011	200	30	15.0	2	1.0	0	0.0	106	53.0	58	29.0	4	2.0
	2012	155	17	11.0	0	0.0	0	0.0	77	49.7	59	38.1	2	1.3
5	2010	188	28	14.9	0	0.0	0	0.0	80	42.6	80	42.6	—	—
	2011	192	22	11.5	2	1.0	0	0.0	91	47.4	77	40.1	0	0.0
	2012	201	36	17.9	1	0.5	0	0.0	106	52.7	55	27.4	3	1.5
3-5	2010	580	74	12.8	2	0.3	0	0.0	270	46.6	234	40.3	—	—
	2011	559	69	12.3	5	0.9	0	0.0	273	48.8	206	36.9	6	1.1
	2012	532	80	15.0	2	0.4	0	0.0	283	53.2	159	29.9	8	1.5

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	
3	2010	206	172	83.5	71	34.5	16	7.8	131	63.6	24	11.7	17	8.3	51.0	49.0	1.0
	2011	167	141	84.4	51	30.5	14	8.4	105	62.9	24	14.4	16	9.6	52.7	47.3	1.2
	2012	176	158	89.8	59	33.5	17	9.7	122	69.3	31	17.6	20	11.4	52.3	47.7	0.6
4	2010	186	153	82.3	43	23.1	18	9.7	79	42.5	25	13.4	17	9.1	44.1	55.9	0.0
	2011	200	172	86.0	69	34.5	12	6.0	99	49.5	26	13.0	20	10.0	48.5	51.5	0.5
	2012	155	133	85.8	50	32.3	15	9.7	114	73.5	20	12.9	17	11.0	52.3	47.7	0.0
5	2010	188	150	79.8	45	23.9	14	7.4	107	56.9	23	12.2	18	9.6	48.4	51.6	0.0
	2011	192	159	82.8	46	24.0	22	11.5	89	46.4	26	13.5	22	11.5	47.9	52.1	1.0
	2012	201	182	90.5	70	34.8	16	8.0	139	69.2	29	14.4	20	10.0	46.8	53.2	0.0
3-5	2010	580	475	81.9	159	27.4	48	8.3	317	54.7	72	12.4	52	9.0	47.9	52.1	0.3
	2011	559	472	84.4	166	29.7	48	8.6	293	52.4	76	13.6	58	10.4	49.6	50.4	0.9
	2012	532	473	88.9	179	33.6	48	9.0	375	70.5	80	15.0	57	10.7	50.2	49.8	0.2

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
3	2010	206	13,291	197	95.9	12,854	96.7	21	10.2	17.6	189	11,815	91.9	88.9
	2011	162	12,619	157	96.9	12,254	97.1	30	18.6	16.6	149	11,604	92.1	92.0
	2012	175	12,874	170	97.0	12,508	97.2	14	8.0	15.6	158	11,592	90.2	90.0
4	2010	185	12,300	178	96.1	11,900	96.8	26	14.0	17.2	170	10,987	91.8	89.3
	2011	196	12,506	188	96.3	12,150	97.1	19	9.7	15.7	182	11,544	93.0	92.3
	2012	161	12,493	156	97.1	12,139	97.2	10	6.2	16.7	143	11,218	88.8	89.8
5	2010	193	11,688	185	96.2	11,310	96.8	27	14.0	17.0	166	10,453	86.2	89.4
	2011	186	11,742	179	96.3	11,419	97.2	8	4.3	8.2	169	10,892	90.9	92.8
	2012	196	12,562	190	96.6	12,220	97.3	3	1.5	5.4	177	11,364	90.2	90.5
3-5	2010	583	---	561	96.1	---	---	74	12.7	---	525	---	90.0	---
	2011	543	---	524	96.5	---	---	57	10.5	---	500	---	92.0	---
	2012	532	---	516	96.9	---	---	27	5.1	---	478	---	89.8	---

Teachers: 34

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	7	20.6
Hispanic	9	26.5
White	16	47.1
Multiple	2	5.9
Other	0	0.0

Gender	Number	Percentage
Female	22	64.7
Male	12	35.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2009-10	8.0	—
2010-11	6.3	80.0
2011-12	6.4	79.4

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	2.9
1	2	5.9
2	0	0.0
3	2	5.9
4	4	11.8
5	1	2.9
1-3	4	11.8
More than 3	29	85.3
1 - 5	9	26.5
6 - 10	3	8.8
11 - 20	13	38.2
More than 20	8	23.5

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	83.3	72.0	86.7	82.0	50.0	87.0	72.9		79.4	85.5	82.3	84.0	130
4	2010													
	2011													
	2012	89.8	52.9	67.9	71.3	58.3	57.1	60.0		69.3	82.8	75.2	76.8	133
5	2010													
	2011													
	2012	89.1	77.4	86.5	85.2	55.6	100.0	73.8		78.8	92.2	86.0	80.3	143
3-5	2010													
	2011													
	2012	87.8	69.9	80.6	79.8	55.2	77.9	68.9		75.6	87.3	81.3	80.3	406

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	156	73	165	341	29	68	196	0	209	197	406	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	24	21	23	22	15	25	20		22	23	23	23	130
4	2010													
	2011													
	2012	28	22	24	24	23	20	21		23	28	25	26	133
5	2010													
	2011													
	2012	29	27	31	29	20	31	26		28	31	29	29	143
3-5	2010													
	2011													
	2012	27	24	25	25	20	24	22		24	27	26	26	406

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	156	73	165	341	29	68	196	0	209	197	406	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	62.4	51.8	59.8
4	2010			
	2011			
	2012	59.2	57.1	56.7
5	2010			
	2011			
	2012	66.5	58.2	68.5
3-5	2010			
	2011			
	2012	62.8	55.8	61.8

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	24	22	22	22	16	21	19		21	25	23	24	132

NUMBER TESTED IN GRADE 4														
2010														0
2011														0
2012	58	17	53	108	12	28	65	0	74	58	132	7,036		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Composition ¹ GR 4: Personal Narrative GR 7: Expository	1. Composition ¹ GR 4: Expository GR 7: Personal Narrative	2. Revision	3. Editing
4	2010				
	2011				
	2012	3.8	3.6	56.1	54.1

¹Average score points (range 0-8). A STAAR composition is rated twice on a scale of 1 to 4, and the ratings are summed to determine score points for the composition. Score point scale: 0=Nonscorable; 2=Very Limited; 3=between Very Limited and Basic; 4=Basic; 5=between Basic and Satisfactory; 6=Satisfactory; 7=between Satisfactory and Accomplished; 8=Accomplished

PERCENTAGE MEETING TAKS PASSING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2010													
	2011													
	2012	76.2	50.0	81.2	73.3	37.5	90.6	63.7		77.0	69.7	73.6	77.0	140
4	2010													
	2011													
	2012	84.7	64.7	76.4	73.2	76.9	70.2	65.5		75.0	79.2	77.0	79.5	152
5	2010													
	2011													
	2012	75.4	62.5	72.7	70.3	33.3	70.8	57.3		66.3	76.9	72.2	76.2	194
3-5	2010													
	2011													
	2012	79.1	58.7	76.3	72.1	53.3	75.0	61.7		72.5	75.6	74.1	77.6	486

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	158	75	240	419	30	144	274	0	240	246	486	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	26	21	29	27	17	32	24		27	26	27	27	140
4	2010													
	2011													
	2012	29	23	27	27	25	26	25		27	28	27	28	152
5	2010													
	2011													
	2012	27	24	28	27	19	27	24		27	28	27	30	194

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	57.6	60.4	66.0	53.8	48.1
4	2010					
	2011					
	2012	57.2	54.9	61.9	54.0	53.7
5	2010					
	2011					
	2012	56.2	54.7	59.0	46.8	54.8
3-5	2010					
	2011					
	2012	56.9	56.4	61.9	51.1	52.5

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	29	27	30	29	22	30	26		29	30	29	30	151

NUMBER TESTED IN GRADE 5														
2010														0
2011														0
2012	55	32	59	130	11	21	66	0	73	78	151	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	73.5	72.6	59.8	63.6

PERCENTAGE MEETING TAKS PASSING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2010													
	2011													
	2012			77.1	76.5		77.1	77.1		68.8	84.2	77.1	88.7	35
4	2010													
	2011													
	2012			63.6	63.6	*	63.6	63.6		85.7	53.3	63.6	84.2	22
5	2010													
	2011													
	2012	*		72.0	70.6	*	71.2	71.2		63.6	76.7	71.2	77.4	52
3-5	2010													
	2011													
	2012	*		72.0	71.0	*	71.6	71.6		68.9	73.4	71.6	84.3	109

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	1	0	107	107	2	109	109	0	45	64	109	14,101		

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			20	20		20	20		19	21	20	23	35
4	2010													
	2011													
	2012			21	21	*	21	21		24	20	21	26	22
5	2010													
	2011													
	2012	*		27	27	*	27	27		24	29	27	28	52
3-5	2010													
	2011													
	2012	*		24	24	*	24	24		22	25	24	25	109

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	1	0	107	107	2	109	109	0	45	64	109	14,101		

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	61.9	50.2	47.1
4	2010			
	2011			
	2012	51.8	53.5	40.9
5	2010			
	2011			
	2012	62.5	58.0	56.4
3-5	2010			
	2011			
	2012	60.2	54.6	50.3

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			22	22	*	22	22		22	21	22	26	22

NUMBER TESTED IN GRADE 4														
2010														0
2011														0
2012	0	0	22	22	1	22	22	0	7	15	22		4,902	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Composition ¹ GR 4: Personal Narrative GR 7: Expository	1. Composition ¹ GR 4: Expository GR 7: Personal Narrative	2. Revision	3. Editing
4	2010				
	2011				
	2012	3.8	3.6	56.1	54.1

¹Average score points (range 0-8). A STAAR composition is rated twice on a scale of 1 to 4. The ratings are summed to determine score points for the composition.

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			*	*		*	*		*	*	*	66.4	3
5	2010													
	2011													
	2012			*	*	*	*	*		*		*	33.3	5
3-5	2010													
	2011													
	2012			37.5	37.5	*	37.5	37.5		42.9	*	37.5	54.8	8

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	0	8	8	2	8	8	0	7	1	8			259

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	3
5	2010													
	2011													
	2012			*	*	*	*	*		*		*	20	5
3-5	2010													
	2011													
	2012			17	17	*	17	17		19	*	17	22	8

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	0	8	8	2	8	8	0	7	1	8		259	

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	*	*	*	*	*
5	2010					
	2011					
	2012	*	*	*	*	*
3-5	2010					
	2011					
	2012	33.6	37.0	36.5	31.3	39.4

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2010													
	2011													
	2012	*		27	27		27	27		26	28	27	27	49

NUMBER TESTED IN GRADE 5														
2010														0
2011														0
2012	1	0	47	48	0	49	49	0	19	30	49	1,164		

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	63.0	64.1	63.1	56.1

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			82.6	81.8		82.6	82.6		87.5	80.0	82.6	74.0	23
4	2010													
	2011													
	2012			*	*		*	*		*	*	*	51.1	3
3-5	2010													
	2011													
	2012			76.9	76.0		76.9	76.9		80.0	75.0	76.9	64.2	26

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	0	26	25	0	26	26	0	10	16	26	682		

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			27	27		27	27		29	26	27	26	23
4	2010													
	2011													
	2012			*	*		*	*		*	*	*	21	3
3-5	2010													
	2011													
	2012			26	26		26	26		27	25	26	24	26

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	0	26	25	0	26	26	0	10	16	26	26	682	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY				
		1. Numbers, Operations, and Quantitative Reasoning	2. Patterns, Relationships, and Algebraic Reasoning	3. Geometry and Spatial Reasoning	4. Measurement	5. Probability and Statistics
3	2010					
	2011					
	2012	51.6	59.2	77.8	56.5	52.2
4	2010					
	2011					
	2012	*	*	*	*	*
3-5	2010					
	2011					
	2012	49.5	56.2	73.0	54.3	50.0

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the ITBS

		READING TOTAL				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
5	2010					0
	2011	28.1	76.8	58.6	36.2	152
	2012	32.1	71.7	43.5	37.2	184

		MATHEMATICS TOTAL				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
5	2010					0
	2011	46.6	73.4	63.2	44.8	152
	2012	36.9	77.4	50.0	43.8	164

Number Tested	2010	0	0	0	0	
	2011	57	95	152	9,181	
	2012	131	53	184	9,773	

Number Tested	2010	0	0	0	0	
	2011	58	94	152	10,907	
	2012	111	53	164	11,044	

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)
5	2010													0
	2011	63.0	53.3	57.4	54.2	11.1	52.9	28.1		53.4	64.1	58.6	36.2	152
	2012	51.9	44.8	36.7	40.6	10.0	23.1	32.1		42.9	44.0	43.5	37.2	184

Number Tested	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	73	15	61	118	18	17	57	0	73	78	152	9,181	
	2012	52	29	98	160	10	65	131	0	84	100	184	9,773	

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)
5	2010													0
	2011	18	2	9	20	1	1	4		12	17	29	701	152
	2012	5	2	3	9	0	0	2		9	2	11	822	184

Number Tested	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	73	15	61	118	18	17	57	0	73	78	152	9,181	
	2012	52	29	98	160	10	65	131	0	84	100	184	9,773	

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)
5	2010													0
	2011	59.7	43.8	72.1	58.8	15.8	88.2	46.6		67.1	60.3	63.2	44.8	152
	2012	62.7	48.1	44.4	49.6	33.3	40.0	36.9		53.3	47.2	50.0	43.8	164

Number Tested	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	72	16	61	119	19	17	58	0	73	78	152	10,907	
	2012	51	27	81	141	9	50	111	0	75	89	164	11,044	

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)
5	2010													0
	2011	14	2	17	26	0	6	8		17	16	33	1,395	152
	2012	6	3	9	17	1	4	6		11	7	18	1,426	164

Number Tested	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	72	16	61	119	19	17	58	0	73	78	152	10,907	
	2012	51	27	81	141	9	50	111	0	75	89	164	11,044	

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)
5	2010													0
	2011	57.5	50.0	77.0	63.9	21.1	88.2	55.2		66.2	64.1	64.7	48.6	153
	2012	54.9	48.3	48.0	50.9	30.0	47.0	43.1		53.0	46.0	49.2	45.9	183

Number Tested	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	73	16	61	119	19	17	58	0	74	78	153	11,471	
	2012	51	29	98	159	10	66	130	0	83	100	183	11,770	

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)
5	2010													0
	2011	11	3	16	23	0	7	10		13	17	30	1,416	153
	2012	1	2	8	10	1	4	6		7	4	11	1,169	183

Number Tested	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	73	16	61	119	19	17	58	0	74	78	153	11,471	
	2012	51	29	98	159	10	66	130	0	83	100	183	11,770	

PERFORMANCE IN 2012

Grade (2010-11)	Domain:	Listening		Speaking		Writing		Reading		Composite	
		2012 Level	N	%	N	%	N	%	N	%	N
3 (57)	Beginning	2	3.5	5	8.8	8	14.0	6	10.5	6	10.5
	Intermediate	20	35.1	21	36.8	27	47.4	15	26.3	15	26.3
	Advanced	20	35.1	21	36.8	13	22.8	16	28.1	16	28.1
	Advanced High	15	26.3	10	17.5	9	15.8	20	35.1	20	35.1
4 (50)	Beginning	0	0.0	0	0.0	2	4.0	6	12.0	5	10.0
	Intermediate	1	2.0	5	10.0	20	40.0	22	44.0	23	46.0
	Advanced	11	22.0	22	44.0	22	44.0	12	24.0	12	24.0
	Advanced High	38	76.0	23	46.0	6	12.0	10	20.0	10	20.0
5 (70)	Beginning	3	4.3	5	7.1	3	4.3	3	4.3	3	4.3
	Intermediate	20	28.6	19	27.1	23	32.9	10	14.3	10	14.3
	Advanced	30	42.9	27	38.6	24	34.3	17	24.3	19	27.1
	Advanced High	17	24.3	19	27.1	20	28.6	40	57.1	38	54.3
ALL (177)	Beginning	5	2.8	10	5.6	13	7.3	15	8.5	14	7.9
	Intermediate	41	23.2	45	25.4	70	39.5	47	26.6	48	27.1
	Advanced	61	34.5	70	39.5	59	33.3	45	25.4	47	26.6
	Advanced High	70	39.5	52	29.4	35	19.8	70	39.5	68	38.4

**PROGRESSION FROM
2011 TO 2012**

Number Rated Both Years	2012 Level	2011 Level			
		Beg	Int	Adv	Adv High
55 30 (54.5%)	Beginning	6			
	Intermediate	3	12		
	Advanced	0	8	7	
	Advanced High	0	0	19	
48 19 (39.6%)	Beginning	5			
	Intermediate	5	16		
	Advanced	0	4	8	
	Advanced High	0	0	10	
67 52 (77.6%)	Beginning	3			
	Intermediate	4	5		
	Advanced	1	10	7	
	Advanced High	0	0	37	
170 101 (59.4%)	Beginning	14			
	Intermediate	12	33		
	Advanced	1	22	22	
	Advanced High	0	0	66	

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