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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 142

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2011-12 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- “Economically disadvantaged” students are those who qualify for free or reduced-price lunch through the federal government’s program.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

ENROLLMENT

- Statistics are based on the school’s enrollment at the end of the fifth six-weeks grading period.
- For 2010-11 forward, race/ethnic categories are based on the newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes; students reporting their ethnicity as “Hispanic” are not counted in any race category. For prior years, race/ethnicity is based on the previous categories.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2011-12. They are counted as new if not enrolled in a district campus before the last day of the 2010-11 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2010-11 and 2011-12.

ATTENDANCE

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- “Average daily membership” is the total number of school days students were ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled for a minimum number of instructional days between the beginning of the school year and the first day of the main TAKS testing period. This number varies from 125 to 130 depending on the calendar in a particular school year.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- Teacher absences counted towards the average DO NOT include vacation days (coded as VAC in personnel database).
- Retention rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the year prior” and denominator “# of teachers assigned to the school for the prior year.” That is, the retention rate is the percentage of the prior year’s teachers who continued at the school.

STAAR, STAAR L, and STAAR M

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- STAAR statistics are based on results from the standard STAAR only. STAAR L and STAAR M statistics are computed separately, following the TEA's reporting practice.
- Exclusive for 2012: Until standards are released in Spring 2013, the "Percentage Satisfactory" report is replaced by "Percentage Meeting Equivalent TAKS Standard" for reading and mathematics. (Equivalent standards not produced by TEA for other STAAR subjects.) The "Number not Satisfactory" report is replaced by "Average Number of Items Correct."
- Statistics by reporting category are averages for all students (across student groups and genders).
- An "average percentage correct" is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then average the resulting percentages across all students. For short answers on EOC reading tests, an "average rating" is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, "average score points" is presented. STAAR compositions are rated twice on a scale of 0 to 4. The two ratings are summed for a range of possible score points from 0 to 8.
- STAAR M reports not currently available. At time of publication, insufficient information was available from the TEA to produce meaningful statistics for reporting.

SCE COMPLIANCE and ITBS / ITED / LOGRAMOS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are based on demographic data in the Dallas ISD student database.
- Kindergarten ITBS reading statistics are based on the Reading Profile Total (a combination of the Vocabulary, Word Analysis, and Listening subtests) for all years available. All other grades' ITBS reading statistics, and Logramos reading statistics for all grades, are based on Reading Total results. (Reading Total results are not available with use of the ITBS level 5R form administered in kindergarten.) "Number tested" statistics include kindergarten.
- Kindergarten ITBS mathematics statistics are based on the Mathematics subtest. All other grades' statistics are based on Mathematics Total results. (Mathematics Total summaries are not available with use of the ITBS level 5R form administered in kindergarten.) "Number tested" statistics include kindergarten.
- Mathematics Total results used for data packets are combinations of the Mathematics Concepts, Problems, and Computation subtest results. For schools who did not administer Mathematics Concepts or Mathematics Problems to their students, Mathematics Computation statistics are provided separately.

TELPAS

- Students are counted as having tested if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student's composite rating did not increase at least one level from 2011 to 2012, the TEA did not report the 2011 composite rating.
- If a student is rated as advanced high in 2012, the TEA does not differentiate between the advanced and advanced high levels from 2011.

STUDENT ENROLLMENT

Grade	Enrollment
PK	41
KN	108
1	96
2	103
3	92
4	88
5	92
ALL	620

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	577	93.1	31	75.6
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	38	6.1	5	12.2
White	3	0.5	1	2.4
Multiple	2	0.3	4	9.8
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	310	50.0
Economically disadvantaged	607	97.9
Limited English proficient (LEP)	27	4.4
Special education	42	6.8
Talented and Gifted (TAG)	17	2.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2010	43	33	76.7	0	0.0	0	0.0	10	23.3	0	0.0	—	—
	2011	44	40	90.9	1	2.3	0	0.0	3	6.8	0	0.0	0	0.0
	2012	41	34	82.9	0	0.0	0	0.0	5	12.2	1	2.4	1	2.4
KN	2010	108	101	93.5	0	0.0	0	0.0	7	6.5	0	0.0	—	—
	2011	101	80	79.2	0	0.0	0	0.0	21	20.8	0	0.0	0	0.0
	2012	108	103	95.4	0	0.0	0	0.0	5	4.6	0	0.0	0	0.0
1	2010	119	99	83.2	0	0.0	0	0.0	20	16.8	0	0.0	—	—
	2011	104	93	89.4	0	0.0	0	0.0	10	9.6	1	1.0	0	0.0
	2012	96	82	85.4	0	0.0	0	0.0	12	12.5	1	1.0	1	1.0
2	2010	114	102	89.5	0	0.0	0	0.0	12	10.5	0	0.0	—	—
	2011	107	90	84.1	0	0.0	0	0.0	17	15.9	0	0.0	0	0.0
	2012	103	99	96.1	0	0.0	0	0.0	3	2.9	1	1.0	0	0.0
3	2010	97	82	84.5	0	0.0	0	0.0	15	15.5	0	0.0	—	—
	2011	99	89	89.9	0	0.0	0	0.0	10	10.1	0	0.0	0	0.0
	2012	92	86	93.5	0	0.0	0	0.0	6	6.5	0	0.0	0	0.0
4	2010	86	74	86.0	0	0.0	0	0.0	11	12.8	1	1.2	—	—
	2011	86	71	82.6	0	0.0	0	0.0	15	17.4	0	0.0	0	0.0
	2012	88	86	97.7	0	0.0	0	0.0	2	2.3	0	0.0	0	0.0
5	2010	88	74	84.1	0	0.0	0	0.0	14	15.9	0	0.0	—	—
	2011	95	81	85.3	1	1.1	0	0.0	13	13.7	0	0.0	0	0.0
	2012	92	87	94.6	0	0.0	0	0.0	5	5.4	0	0.0	0	0.0
PK-5	2010	655	565	86.3	0	0.0	0	0.0	89	13.6	1	0.2	—	—
	2011	636	544	85.5	2	0.3	0	0.0	89	14.0	1	0.2	0	0.0
	2012	620	577	93.1	0	0.0	0	0.0	38	6.1	3	0.5	2	0.3

Enrollment (2)

Enrollment Statistics by Select Student Group

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
PK	2010	43	43	100.0	8	18.6	1	2.3	16	37.2	0	0.0	43	100.0	53.5	46.5	0.0
	2011	44	43	97.7	3	6.8	0	0.0	3	6.8	0	0.0	42	95.5	43.2	56.8	4.5
	2012	41	41	100.0	4	9.8	0	0.0	4	9.8	0	0.0	41	100.0	41.5	58.5	0.0
KN	2010	108	107	99.1	5	4.6	0	0.0	46	42.6	6	5.6	46	42.6	53.7	46.3	2.8
	2011	101	97	96.0	14	13.9	1	1.0	45	44.6	0	0.0	54	53.5	46.5	53.5	1.0
	2012	108	107	99.1	4	3.7	0	0.0	6	5.6	1	0.9	67	62.0	49.1	50.9	0.9
1	2010	119	117	98.3	20	16.8	2	1.7	59	49.6	4	3.4	12	10.1	53.8	46.2	6.7
	2011	104	102	98.1	9	8.7	0	0.0	23	22.1	7	6.7	8	7.7	54.8	45.2	5.8
	2012	96	94	97.9	6	6.3	2	2.1	17	17.7	1	1.0	16	16.7	52.1	47.9	7.3
2	2010	114	111	97.4	8	7.0	4	3.5	89	78.1	7	6.1	10	8.8	51.8	48.2	11.4
	2011	107	104	97.2	17	15.9	4	3.7	80	74.8	8	7.5	9	8.4	46.7	53.3	8.4
	2012	103	99	96.1	3	2.9	4	3.9	68	66.0	3	2.9	20	19.4	49.5	50.5	1.9
3	2010	97	96	99.0	12	12.4	4	4.1	66	68.0	6	6.2	5	5.2	41.2	58.8	7.2
	2011	99	97	98.0	8	8.1	3	3.0	71	71.7	8	8.1	12	12.1	56.6	43.4	2.0
	2012	92	90	97.8	5	5.4	8	8.7	75	81.5	5	5.4	12	13.0	52.2	47.8	2.2
4	2010	86	86	100.0	8	9.3	6	7.0	41	47.7	10	11.6	6	7.0	44.2	55.8	4.7
	2011	86	86	100.0	12	14.0	12	14.0	46	53.5	6	7.0	3	3.5	50.0	50.0	4.7
	2012	88	85	96.6	1	1.1	14	15.9	72	81.8	3	3.4	12	13.6	59.1	40.9	3.4
5	2010	88	88	100.0	8	9.1	9	10.2	44	50.0	8	9.1	16	18.2	53.4	46.6	2.3
	2011	95	93	97.9	10	10.5	7	7.4	48	50.5	8	8.4	12	12.6	48.4	51.6	1.1
	2012	92	91	98.9	4	4.3	14	15.2	68	73.9	4	4.3	17	18.5	38.0	62.0	1.1
PK-5	2010	655	648	98.9	69	10.5	26	4.0	361	55.1	41	6.3	138	21.1	50.2	49.8	5.6
	2011	636	622	97.8	73	11.5	27	4.2	316	49.7	37	5.8	140	22.0	50.0	50.0	3.9
	2012	620	607	97.9	27	4.4	42	6.8	310	50.0	17	2.7	185	29.8	49.4	50.6	2.6

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
KN	2010	106	13,234	102	96.0	12,616	95.3	41	38.8	21.5	77	11,233	72.8	84.9
	2011	96	13,211	89	93.0	12,645	95.7	29	30.3	21.4	72	11,602	75.2	87.8
	2012	111	13,633	103	92.9	13,086	96.0	30	27.0	20.1	83	11,731	74.7	86.0
1	2010	114	13,848	110	95.9	13,286	95.9	44	38.5	20.0	88	11,978	76.9	86.5
	2011	100	13,458	94	94.3	12,967	96.4	33	33.0	19.0	76	12,047	76.1	89.5
	2012	98	14,026	92	94.0	13,533	96.5	28	28.5	18.6	69	12,292	70.3	87.6
2	2010	115	13,441	111	96.1	12,947	96.3	28	24.4	18.9	98	11,794	85.2	87.7
	2011	105	13,013	99	94.2	12,593	96.8	33	31.4	17.1	79	11,853	75.1	91.1
	2012	102	13,338	95	93.3	12,932	97.0	31	30.3	17.0	76	11,883	74.4	89.1
3	2010	97	13,291	94	96.8	12,854	96.7	25	25.8	17.6	77	11,815	79.5	88.9
	2011	97	12,619	89	92.7	12,254	97.1	36	37.3	16.6	71	11,604	73.6	92.0
	2012	92	12,874	86	93.6	12,508	97.2	23	25.0	15.6	75	11,592	81.4	90.0
4	2010	85	12,300	82	96.6	11,900	96.8	27	31.7	17.2	70	10,987	82.3	89.3
	2011	84	12,506	80	95.3	12,150	97.1	17	20.2	15.7	72	11,544	85.5	92.3
	2012	90	12,493	85	93.7	12,139	97.2	31	34.3	16.7	64	11,218	70.8	89.8
5	2010	82	11,688	79	96.6	11,310	96.8	34	41.4	17.0	62	10,453	75.5	89.4
	2011	91	11,742	87	95.5	11,419	97.2	11	12.1	8.2	71	10,892	77.9	92.8
	2012	91	12,562	85	94.2	12,220	97.3	10	11.0	5.4	70	11,364	77.1	90.5
KN-5	2010	599	77,802	577	96.3	74,914	96.3	199	33.2	18.8	472	68,260	78.8	87.7
	2011	573	76,549	539	94.1	74,028	96.7	159	27.8	16.5	441	69,542	77.0	90.8
	2012	585	78,926	547	93.6	76,419	96.8	153	26.2	15.7	437	70,080	74.7	88.8

Teachers: 41

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	31	75.6
Hispanic	5	12.2
White	1	2.4
Multiple	4	9.8
Other	0	0.0

Gender	Number	Percentage
Female	33	80.5
Male	8	19.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2009-10	8.6	—
2010-11	9.5	79.1
2011-12	7.0	76.2

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	4	9.8
2	0	0.0
3	1	2.4
4	2	4.9
5	5	12.2
1-3	5	12.2
More than 3	36	87.8
1 - 5	12	29.3
6 - 10	12	29.3
11 - 20	6	14.6
More than 20	11	26.8

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		65.9	*	65.0	*		60.0		65.9	65.0	65.5	84.0	84
4	2010													
	2011													
	2012		52.5	*	53.8	*		27.5		47.8	60.0	53.1	76.8	81
5	2010													
	2011													
	2012		78.7	*	80.8	*		68.2		75.9	81.6	79.5	80.3	78
3-5	2010													
	2011													
	2012		65.4	*	66.2	70.0		53.7		61.3	70.2	65.8	80.3	243

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	237	5	231	10	0	149	0	119	124	243	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		18	*	19	*		17		18	19	19	23	84
4	2010													
	2011													
	2012		21	*	21	*		17		21	22	21	26	81
5	2010													
	2011													
	2012		27	*	28	*		25		27	28	27	29	78
3-5	2010													
	2011													
	2012		22	*	22	25		19		21	23	22	26	243

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	237	5	231	10	0	149	0	119	124	243	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	50.2	43.7	47.8
4	2010			
	2011			
	2012	49.9	50.7	44.3
5	2010			
	2011			
	2012	64.4	51.6	64.6
3-5	2010			
	2011			
	2012	54.6	48.6	52.0

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		21	*	21	17		18		20	22	21	24	85

NUMBER TESTED IN GRADE 4														
2010														0
2011														0
2012	0	84	1	82	9	0	45	0	48	37	85	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	3.7	3.4	50.6	47.9

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		53.7	85.7	58.8	*	*	51.4		56.5	55.8	56.2	77.0	89
4	2010													
	2011													
	2012		45.8	*	46.3	100.0	*	40.9		46.0	48.6	47.1	79.5	85
5	2010													
	2011													
	2012		69.7	83.3	71.8	83.3	*	61.2		64.5	73.1	69.9	76.2	83
3-5	2010													
	2011													
	2012		56.0	86.7	58.8	92.9	90.0	51.5		54.3	60.8	57.6	77.6	257

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	241	15	245	14	10	163	0	127	130	257	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		22	30	23	*	*	22		22	23	23	27	89
4	2010													
	2011													
	2012		20	*	20	24	*	18		20	20	20	28	85
5	2010													
	2011													
	2012		27	30	28	33	*	24		27	27	27	30	83

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	47.6	54.5	55.7	42.6	47.4
4	2010					
	2011					
	2012	44.6	37.8	45.9	40.0	34.1
5	2010					
	2011					
	2012	55.0	56.6	58.7	48.8	54.5
3-5	2010					
	2011					
	2012	49.0	49.7	53.4	43.7	45.3

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)
5	2010													
	2011													
	2012		27	*	27	*		25		29	26	27	30	79

NUMBER TESTED IN GRADE 5														
2010														0
2011														0
2012	0	78	1	74	5	0	45	0	30	49	79	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	71.2	66.3	59.1	54.1

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			*	*		*	*		*	*	*	88.7	5
4	2010													
	2011													
	2012			*	*		*	*		*		*	84.2	1
5	2010													
	2011													
	2012			*	*		*	*		*	*	*	77.4	4
3-5	2010													
	2011													
	2012			100.0	100.0		100.0	100.0		*	*	100.0	84.3	10

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	0	10	10	0	10	10	0	5	5	10		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			*	*		*	*		*	*	*	23	5
4	2010													
	2011													
	2012			*	*		*	*		*		*	26	1
5	2010													
	2011													
	2012			*	*		*	*		*	*	*	28	4
3-5	2010													
	2011													
	2012			27	27		27	27		*	*	27	25	10

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	0	10	10	0	10	10	0	5	5	10	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	*	*	*
4	2010			
	2011			
	2012	*	*	*
5	2010			
	2011			
	2012	*	*	*
3-5	2010			
	2011			
	2012	69.0	65.0	55.9

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the ITBS

Grade	Year	READING TOTAL (**READING PROFILE TOTAL)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2010	27.8	57.1	45.7	61.2	92
	2011	36.7	57.7	50.0	63.3	82
	2012	*	52.6	52.5	62.2	99
1	2010	11.6	46.4	31.3	55.2	99
	2011	30.8	40.0	38.6	58.1	88
	2012	10.0	30.1	27.7	55.4	83
2	2010	18.8	51.9	27.1	48.6	107
	2011	12.5	74.1	30.8	50.6	91
	2012	16.1	45.7	26.8	49.8	97
5	2010					0
	2011	*	*	16.7	36.2	6
	2012	12.7	41.7	20.7	37.2	87
1-5	2010	16.3	48.2	29.1	51.9	206
	2011	15.4	47.7	34.1	47.2	185
	2012	14.1	36.4	25.1	46.3	267

Number Tested	2010	159	139	298	20,252	
	2011	108	159	267	29,740	
	2012	137	229	366	30,807	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2010	38.6	57.1	49.0	51.2	100
	2011	25.0	50.9	39.6	56.8	101
	2012	83.3	48.5	50.5	55.1	107
1	2010	18.3	34.5	26.3	48.8	118
	2011	13.0	39.0	33.3	53.1	105
	2012	31.3	21.1	22.8	50.7	92
2	2010	16.1	44.4	22.8	54.6	114
	2011	22.4	55.2	31.4	56.8	105
	2012	22.7	54.5	33.3	57.9	99
5	2010					0
	2011	8.7	60.0	32.6	44.8	86
	2012	31.3	52.2	36.7	43.8	90
K-5	2010	22.0	45.4	31.9	51.5	332
	2011	18.5	48.6	34.3	53.3	397
	2012	29.7	40.8	36.3	52.2	388

Number Tested	2010	191	141	332	40,163	
	2011	189	208	397	51,019	
	2012	155	233	388	51,521	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K**	2010		45.6	*	46.2			27.8		44.0	47.6	45.7	61.2	92
	2011		50.0	*	47.4			36.7		45.9	53.3	50.0	63.3	82
	2012		53.1	*	54.3			*		62.7	41.7	52.5	62.2	99
1	2010		31.6	*	30.9	*	*	11.6		32.7	29.8	31.3	55.2	99
	2011	*	38.8	*	40.0		*	30.8		41.3	35.7	38.6	58.1	88
	2012	*	25.0	66.7	28.4			10.0		27.3	28.2	27.7	55.4	83
2	2010		26.5	*	28.2	*		18.8		27.6	26.5	27.1	48.6	107
	2011		30.3	*	29.5	*	*	12.5		32.4	29.6	30.8	50.6	91
	2012	*	27.1		28.3	*		16.1		23.4	30.0	26.8	49.8	97
1-2	2010		29.0	33.3	29.5	*	*	16.3		30.0	28.1	29.1	51.9	206
	2011	*	34.5	*	34.7	*	*	15.6		37.3	32.3	34.6	54.4	179
	2012	*	26.2	66.7	28.3	*		15.3		25.3	29.2	27.2	52.7	180
5	2010													0
	2011		*	*	*	*	*	*		*	*	16.7	36.2	6
	2012		21.2	*	22.1	0.0		12.7		22.9	19.6	20.7	37.2	87
1-5	2010		29.0	33.3	29.5	*	*	16.3		30.0	28.1	29.1	51.9	206
	2011	*	34.1	*	33.7	0.0	*	15.4		36.5	32.0	34.1	47.2	185
	2012	*	24.5	57.1	26.4	0.0		14.1		24.6	25.7	25.1	46.3	267

Number Tested	2010	0	200	6	200	4	1	123	0	110	96	206	13,990
	2011	1	179	5	178	6	3	78	0	85	100	185	22,979
	2012	2	257	7	250	18	0	135	0	126	140	267	23,868

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K**	2010		8	*	8			0		5	3	8	1,717	92
	2011		16	*	16			2		4	12	16	2,106	82
	2012		14	*	14			*		7	7	14	2,027	99
1	2010		13	*	12	*	*	0		4	9	13	1,729	99
	2011	*	6	*	6		*	2		4	2	6	1,963	88
	2012	*	3	3	6			1		4	2	6	1,963	83
2	2010		2	*	2	*		0		1	1	2	954	107
	2011		3	*	2	*	*	0		1	2	3	1,018	91
	2012	*	1		1	*		0		1	0	1	1,017	97
1-2	2010		15	0	14	*	*	0		5	10	15	2,683	206
	2011	*	9	*	8	*	*	2		5	4	9	2,981	179
	2012	*	4	3	7	*		1		5	2	7	2,981	180
5	2010													0
	2011		*	*	*	*	*	*		*	*	0	701	6
	2012		2	*	2	0		0		1	1	2	822	87
1-5	2010		15	0	14	*	*	0		5	10	15	2,683	206
	2011	*	9	*	8	0	*	2		5	4	9	3,692	185
	2012	*	6	3	9	0		1		6	3	9	3,803	267

Number Tested	2010	0	200	6	200	4	1	123	0	110	96	206	13,990
	2011	1	179	5	178	6	3	78	0	85	100	185	22,979
	2012	2	257	7	250	18	0	135	0	126	140	267	23,868

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K**	2010		51.1	25.0	50.0		*	38.6		49.1	48.9	49.0	51.2	100
	2011		40.0	38.1	38.1	*	21.4	25.0		43.8	35.8	39.6	56.8	101
	2012		49.5	66.7	51.0		*	83.3		54.7	46.3	50.5	55.1	107
1	2010		25.5	30.0	25.9	*	30.0	18.3		27.0	25.5	26.3	48.8	118
	2011	*	33.7	36.4	34.3		33.3	13.0		39.0	26.1	33.3	53.1	105
	2012	*	19.0	41.7	23.3	*	50.0	31.3		27.1	18.2	22.8	50.7	92
2	2010		18.8	53.8	23.6	*	75.0	16.1		22.0	23.6	22.8	54.6	114
	2011		28.7	44.4	30.4	*	47.1	22.4		38.8	25.0	31.4	56.8	105
	2012	*	32.6	*	33.3	*	*	22.7		40.8	26.0	33.3	57.9	99
K-2	2010		31.3	36.6	32.4	0.0	39.4	22.0		32.2	31.6	31.9	51.5	332
	2011	*	34.0	40.0	34.2	*	35.0	21.7		40.4	29.0	34.7	55.6	311
	2012	*	34.9	52.4	36.5	*	61.5	28.4		41.3	31.1	36.2	54.5	298
5	2010													0
	2011		32.9	33.3	33.3	0.0	22.2	8.7		32.4	32.7	32.6	44.8	86
	2012		34.5	*	41.3	6.3	*	31.3		32.4	40.4	36.7	43.8	90
K-5	2010		31.3	36.6	32.4	0.0	39.4	22.0		32.2	31.6	31.9	51.5	332
	2011	*	33.7	38.7	34.0	9.1	32.7	18.5		38.9	29.9	34.3	53.3	397
	2012	*	34.8	57.7	37.5	10.5	64.7	29.7		39.6	33.5	36.3	52.2	388

Number Tested	2010	0	291	41	324	6	33	191	0	177	155	332	40,163
	2011	2	332	62	385	11	49	189	0	193	204	397	51,019
	2012	2	359	26	368	19	17	155	0	187	200	388	51,521

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K**	2010		6	1	7		*	0		3	4	7	2,358	100
	2011		11	1	11	*	0	2		6	6	12	2,815	101
	2012		15	1	16		*	1		6	10	16	2,472	107
1	2010		4	0	3	*	0	0		3	1	4	2,266	118
	2011	*	5	0	5		0	1		5	0	5	2,716	105
	2012	*	3	2	6	*	1	1		4	2	6	2,473	92
2	2010		2	1	3	*	1	1		2	1	3	2,484	114
	2011		1	1	2	*	1	1		2	0	2	2,746	105
	2012	*	4	*	5	*	*	2		4	1	5	2,843	99
K-2	2010		12	2	13	0	1	1		8	6	14	7,108	332
	2011	*	17	2	18	*	1	4		13	6	19	8,277	311
	2012	*	22	4	27	*	3	4		14	13	27	7,788	298
5	2010													0
	2011		3	0	3	0	0	0		0	3	3	1,395	86
	2012		7	*	7	0	*	2		3	4	7	1,426	90
K-5	2010		12	2	13	0	1	1		8	6	14	7,108	332
	2011	*	20	2	21	0	1	4		13	9	22	9,696	397
	2012	*	29	4	34	0	3	6		17	17	34	9,214	388

Number Tested	2010	0	291	41	324	6	33	191	0	177	155	332	40,163
	2011	2	332	62	385	11	49	189	0	193	204	397	51,019
	2012	2	359	26	368	19	17	155	0	187	200	388	51,521

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
1	2010		32.7	35.0	32.8	*	35.0	30.0		33.3	32.7	33.1	63.5	118
	2011	*	56.0	45.5	54.5		33.3	39.1		56.9	50.0	53.8	66.7	104
	2012	*	35.4	75.0	42.2	*	100.0	56.3		39.6	43.2	41.3	62.5	92
2	2010		26.7	46.2	29.1	*	50.0	27.6		28.8	29.1	28.9	61.4	114
	2011		25.3	27.8	25.5	*	29.4	18.4		32.7	19.6	25.7	62.0	105
	2012	*	28.4	*	30.2	*	*	27.3		40.8	20.0	30.3	63.6	99
1-2	2010		29.6	39.4	31.0	16.7	39.3	28.6		31.1	30.9	31.0	62.5	232
	2011	*	41.0	34.5	39.9	*	30.8	23.2		45.8	33.3	39.7	64.4	209
	2012	*	31.6	80.0	36.0	*	100.0	32.9		40.2	30.9	35.6	63.0	191
5	2010													0
	2011		50.0	58.3	50.6	14.3	44.4	34.8		52.6	49.0	50.6	48.6	87
	2012		42.9	*	46.3	0.0	*	37.3		32.4	51.9	44.4	45.9	90
1-5	2010		29.6	39.4	31.0	16.7	39.3	28.6		31.1	30.9	31.0	62.5	232
	2011	*	43.7	41.5	43.1	9.1	34.3	26.9		47.6	38.4	42.9	59.7	296
	2012	*	35.3	75.0	39.1	10.5	84.6	34.9		38.1	38.4	38.4	57.8	281

Number Tested	2010	0	199	33	226	6	28	147	0	122	110	232	26,937
	2011	2	252	41	288	11	35	145	0	145	151	296	38,176
	2012	2	258	20	266	19	13	149	0	134	146	281	38,650

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
1	2010		9	2	10	*	2	4		4	7	11	4,129	118
	2011	*	17	3	20		1	4		16	4	20	4,427	104
	2012	*	8	5	14	*	3	3		7	7	14	4,060	92
2	2010		4	0	4	*	0	0		3	1	4	3,776	114
	2011		5	1	6	*	1	1		5	1	6	3,810	105
	2012	*	5	*	6	*	*	4		4	2	6	3,820	99
1-2	2010		13	2	14	0	2	4		7	8	15	7,905	232
	2011	*	22	4	26	*	2	5		21	5	26	8,237	209
	2012	*	13	6	20	*	4	7		11	9	20	7,880	191
5	2010													0
	2011		3	1	4	0	1	1		1	3	4	1,416	87
	2012		9	*	9	0	*	5		2	7	9	1,169	90
1-5	2010		13	2	14	0	2	4		7	8	15	7,905	232
	2011	*	25	5	30	0	3	6		22	8	30	9,660	296
	2012	*	22	6	29	1	4	12		13	16	29	9,049	281

Number Tested	2010	0	199	33	226	6	28	147	0	122	110	232	26,937
	2011	2	252	41	288	11	35	145	0	145	151	296	38,176
	2012	2	258	20	266	19	13	149	0	134	146	281	38,650

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2010			50.0	*		*	*		*	*	50.0	89.3	6
	2011			94.1	94.1	*	100.0	100.0		90.0	100.0	94.1	90.9	17
	2012			*	*		*	*		*	*	*	89.9	5
1	2010			88.9	88.9		88.9	85.7		83.3	100.0	88.9	89.1	18
	2011	*		77.8	70.0		75.0	85.7		71.4	*	70.0	89.4	10
	2012			100.0	100.0	*	100.0	100.0		*	*	100.0	89.2	6
2	2010			100.0	100.0	*	100.0	100.0		*	*	100.0	93.8	8
	2011			100.0	100.0		100.0	100.0		100.0	100.0	100.0	94.9	16
	2012			*	*		*	*		*	*	*	93.3	3
K-2	2010			84.4	83.9	*	83.9	85.2		84.2	84.6	84.4	90.7	32
	2011	*		92.9	90.7	*	94.7	97.3		88.9	93.8	90.7	91.7	43
	2012			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	90.8	14
5	2010													0
	2011												93.5	0
	2012			*	*		*	*		*	*	*	91.4	4
K-5	2010			84.4	83.9	*	83.9	85.2		84.2	84.6	84.4	90.7	32
	2011	*		92.9	90.7	*	94.7	97.3		88.9	93.8	90.7	91.9	43
	2012			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	90.9	18

Number Tested	2010	0	0	32	31	1	31	27	0	19	13	32	19,041
	2011	1	0	42	43	1	38	37	0	27	16	43	21,141
	2012	0	0	18	18	1	17	17	0	9	9	18	21,150

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2010			2	*		*	*		*	*	2	3,523	6
	2011			6	6	*	4	4		3	3	6	3,964	17
	2012			*	*		*	*		*	*	*	3,679	5
1	2010			1	1		1	1		1	0	1	2,529	18
	2011	*		1	1		0	0		1	*	1	2,459	10
	2012			2	2	*	2	2		*	*	2	2,437	6
2	2010			5	5	*	5	5		*	*	5	3,040	8
	2011			10	10		10	10		6	4	10	3,227	16
	2012			*	*		*	*		*	*	*	2,934	3
K-2	2010			8	8	*	8	8		5	3	8	9,092	32
	2011	*		17	17	*	14	14		10	7	17	9,650	43
	2012			8	8	*	7	7		4	4	8	9,050	14
5	2010													0
	2011												856	0
	2012			*	*		*	*		*	*	*	912	4
K-5	2010			8	8	*	8	8		5	3	8	9,092	32
	2011	*		17	17	*	14	14		10	7	17	10,519	43
	2012			10	10	*	9	9		5	5	10	9,962	18

Number Tested	2010	0	0	32	31	1	31	27	0	19	13	32	19,041
	2011	1	0	42	43	1	38	37	0	27	16	43	21,141
	2012	0	0	18	18	1	17	17	0	9	9	18	21,150

PERFORMANCE IN 2012

Grade (2010-11)	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
1 (6)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	33.3	5	83.3	4	66.7	3	50.0	3	50.0
	Advanced	3	50.0	1	16.7	2	33.3	3	50.0	3	50.0
	Advanced High	1	16.7	0	0.0	0	0.0	0	0.0	0	0.0
ALL (23)	Beginning	3	13.0	3	13.0	5	21.7	4	17.4	4	17.4
	Intermediate	9	39.1	16	69.6	12	52.2	8	34.8	8	34.8
	Advanced	10	43.5	4	17.4	6	26.1	6	26.1	8	34.8
	Advanced High	1	4.3	0	0.0	0	0.0	5	21.7	3	13.0

**PROGRESSION FROM
2011 TO 2012**

Number Rated Both Years	2012 Level	2011 Level			
		Beg	Int	Adv	Adv High
6 (100.0%)	Beginning	0			
	Intermediate	3	0		
	Advanced	3	0	0	
	Advanced High	0	0	0	
19 (57.9%)	Beginning	0			
	Intermediate	4	4		
	Advanced	3	1	4	
	Advanced High	1	0	2	

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