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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 204

**ROSEMONT**

2. Contents ..... Table of Contents

**STUDENTS AND STAFF**

- 5. Summary ..... Summary of Student and Teacher Statistics
- 7. Enrollment (2) ..... Enrollment Statistics by Select Student Group
- 9. Teachers ..... Teacher Statistics

**STAAR**

- 10. 3-8 Reading ..... STAAR 3-8 Reading
- 15. 3-8 Math ..... STAAR 3-8 Mathematics
- 20. Spanish Reading ..... Spanish STAAR 3-8 Reading
- 25. Spanish Math ..... Spanish STAAR 3-8 Mathematics

**ITBS & LOGRAMOS**

- 30. Compliance ..... SCE Compliance for At-Risk Students
- 33. ITBS Math ..... ITBS Mathematics

**ENGLISH PROFICIENCY**

- 39. TELPAS ..... Texas English Language Proficiency Assessment System

3. Notes ..... Notes and Data Descriptions

- 6. Enrollment (1) ..... Enrollment Statistics by Ethnicity
- 8. Attendance ..... Student Attendance Statistics

- 13. 3-8 Writing ..... STAAR 3-8 Writing
- 18. 3-8 Science ..... STAAR 3-8 Science
- 23. Spanish Writing ..... Spanish STAAR 3-8 Writing
- 28. Spanish Science ..... Spanish STAAR 3-8 Science

- 31. ITBS Read ..... ITBS Reading
- 37. LOG Read ..... Logramos Reading

## **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	146
4	148
5	152
ALL	446

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	16	3.6	7	24.1
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	393	88.1	10	34.5
White	34	7.6	10	34.5
Multiple	3	0.7	1	3.4
Other* (teachers only)	—	—	1	3.4
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	319	71.5
Economically disadvantaged	363	81.4
Limited English proficient (LEP)	172	38.6
Special education	47	10.5
Talented and Gifted (TAG)	88	19.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
3	2010	170	7	4.1	2	1.2	1	0.6	138	81.2	22	12.9	—	—
	2011	146	1	0.7	0	0.0	0	0.0	132	90.4	13	8.9	0	0.0
	2012	146	6	4.1	0	0.0	0	0.0	127	87.0	13	8.9	0	0.0
4	2010	133	2	1.5	2	1.5	0	0.0	120	90.2	9	6.8	—	—
	2011	141	5	3.5	0	0.0	0	0.0	122	86.5	11	7.8	3	2.1
	2012	148	4	2.7	0	0.0	0	0.0	133	89.9	11	7.4	0	0.0
5	2010	118	7	5.9	0	0.0	0	0.0	105	89.0	6	5.1	—	—
	2011	124	1	0.8	3	2.4	0	0.0	110	88.7	9	7.3	1	0.8
	2012	152	6	3.9	0	0.0	0	0.0	133	87.5	10	6.6	3	2.0
ALL	2010	421	16	3.8	4	1.0	1	0.2	363	86.2	37	8.8	—	—
	2011	412	8	1.9	3	0.7	0	0.0	364	88.3	33	8.0	4	1.0
	2012	446	16	3.6	0	0.0	0	0.0	393	88.1	34	7.6	3	0.7

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	170	127	74.7	62	36.5	13	7.6	101	59.4	25	14.7	8	4.7	50.6	49.4	1.2
	2011	146	107	73.3	62	42.5	10	6.8	96	65.8	22	15.1	9	6.2	45.9	54.1	2.7
	2012	146	118	80.8	58	39.7	15	10.3	110	75.3	23	15.8	13	8.9	52.1	47.9	3.4
4	2010	133	111	83.5	52	39.1	11	8.3	81	60.9	21	15.8	1	0.8	47.4	52.6	0.0
	2011	141	103	73.0	49	34.8	11	7.8	68	48.2	26	18.4	5	3.5	47.5	52.5	0.0
	2012	148	120	81.1	60	40.5	16	10.8	109	73.6	29	19.6	14	9.5	50.7	49.3	1.4
5	2010	118	102	86.4	37	31.4	16	13.6	61	51.7	22	18.6	11	9.3	48.3	51.7	0.0
	2011	124	102	82.3	50	40.3	11	8.9	77	62.1	30	24.2	5	4.0	47.6	52.4	2.4
	2012	152	125	82.2	54	35.5	16	10.5	100	65.8	36	23.7	9	5.9	46.7	53.3	7.2
ALL	2010	421	340	80.8	151	35.9	40	9.5	243	57.7	68	16.2	20	4.8	48.9	51.1	0.5
	2011	412	313	76.0	161	39.1	33	8.0	242	58.7	78	18.9	19	4.6	47.1	52.9	1.9
	2012	446	363	81.4	172	38.6	47	10.5	319	71.5	88	19.7	36	8.1	49.8	50.2	4.0

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	170	13,291	164	96.6	12,854	96.7	14	8.2	17.6	160	11,815	94.2	88.9
	2011	143	12,619	138	97.0	12,254	97.1	10	7.0	16.6	141	11,604	98.9	92.0
	2012	143	12,874	140	97.4	12,508	97.2	10	7.0	15.6	139	11,592	96.9	90.0
4	2010	132	12,300	128	97.0	11,900	96.8	7	5.3	17.2	126	10,987	95.2	89.3
	2011	138	12,506	134	97.0	12,150	97.1	7	5.1	15.7	136	11,544	98.6	92.3
	2012	149	12,493	144	96.5	12,139	97.2	15	10.1	16.7	136	11,218	91.5	89.8
5	2010	118	11,688	114	96.4	11,310	96.8	12	10.1	17.0	113	10,453	95.4	89.4
	2011	121	11,742	118	97.6	11,419	97.2	5	4.1	8.2	120	10,892	98.9	92.8
	2012	153	12,562	148	96.8	12,220	97.3	3	2.0	5.4	148	11,364	96.5	90.5
ALL	2010	421	---	407	96.7	---	---	33	7.8	---	399	---	94.9	---
	2011	403	---	391	97.2	---	---	23	5.7	---	398	---	98.8	---
	2012	445	---	432	96.9	---	---	28	6.3	---	423	---	95.0	---



Teachers: 29

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	7	24.1
Hispanic	10	34.5
White	10	34.5
Multiple	1	3.4
Other	1	3.4

Gender	Number	Percentage
Female	23	79.3
Male	6	20.7

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2009-10	8.5	—
2010-11	7.9	93.1
2011-12	4.2	86.7

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	1	3.4
1	0	0.0
2	1	3.4
3	3	10.3
4	1	3.4
5	0	0.0
1-3	4	13.8
More than 3	24	82.8
1 - 5	5	17.2
6 - 10	8	27.6
11 - 20	10	34.5
More than 20	5	17.2

**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	100.0	*	91.1	88.5	*	93.3	87.0		90.2	92.9	91.4	84.0	93
4	2010													
	2011													
	2012	100.0	*	72.8	71.6	42.9	73.5	60.4		73.0	76.9	74.8	76.8	115
5	2010													
	2011													
	2012	100.0	83.3	80.4	78.2	*	75.0	66.7		84.3	81.0	82.5	80.3	114
3-5	2010													
	2011													
	2012	100.0	75.0	80.6	78.6	56.3	78.1	70.7		81.8	82.8	82.3	80.3	322

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	27	12	279	229	16	73	147	0	165	157	322	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	33	*	26	25	*	25	22		25	28	27	23	93
4	2010													
	2011													
	2012	34	*	26	25	20	25	23		26	27	26	26	115
5	2010													
	2011													
	2012	37	27	30	30	*	29	26		30	31	31	29	114
3-5	2010													
	2011													
	2012	35	22	28	27	21	26	24		27	29	28	26	322

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	27	12	279	229	16	73	147	0	165	157	322	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	69.0	63.7	69.4
4	2010			
	2011			
	2012	61.0	61.9	57.2
5	2010			
	2011			
	2012	69.9	63.8	68.7
3-5	2010			
	2011			
	2012	66.4	63.1	64.8

**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	32	*	25	25	*	24	23		25	26	26	24	114

NUMBER TESTED IN GRADE 4														
2010														0
2011														0
2012	9	2	103	80	4	34	54	0	61	53	114			7,036

**AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY**

Grade	Year	REPORTING CATEGORY			
		1. Composition <sup>1</sup> GR 4: Personal Narrative GR 7: Expository	1. Composition <sup>1</sup> GR 4: Expository GR 7: Personal Narrative	2. Revision	3. Editing
4	2010				
	2011				
	2012	4.2	4.3	65.8	58.5

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

**PERCENTAGE MEETING TAKS PASSING STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2010													
	2011													
	2012	88.9	*	75.0	71.6	33.3	69.1	67.4		73.9	78.5	76.1	77.0	134
4	2010													
	2011													
	2012	90.0	*	63.3	59.6	42.9	56.0	49.3		67.1	61.3	64.4	79.5	132
5	2010													
	2011													
	2012	100.0	66.7	84.1	81.0	*	81.1	76.6		80.0	88.5	84.6	76.2	143
3-5	2010													
	2011													
	2012	92.6	58.3	74.3	71.5	44.4	69.0	65.0		73.5	77.1	75.3	77.6	409

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	27	12	366	312	18	158	234	0	204	205	409	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	32	*	27	26	19	25	24		27	27	27	27	134
4	2010													
	2011													
	2012	29	*	23	22	20	21	21		24	23	23	28	132
5	2010													
	2011													
	2012	41	27	31	31	*	31	29		32	32	32	30	143



**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	58.2	60.9	65.7	59.0	47.9
4	2010					
	2011					
	2012	48.6	48.7	52.6	44.9	46.2
5	2010					
	2011					
	2012	63.8	60.7	63.5	64.6	64.3
3-5	2010					
	2011					
	2012	57.0	56.9	60.7	56.4	53.1

**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	35	*	31	30	25	28	28		32	31	31	30	128

NUMBER TESTED IN GRADE 5														
2010														0
2011														0
2012	9	5	111	99	9	37	63	0	56	72	128	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	73.6	76.3	67.4	67.5

**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			95.2	95.2	*	95.1	95.1		94.7	95.7	95.2	88.7	42
4	2010													
	2011													
	2012			91.3	90.0		91.3	91.3		87.5	93.3	91.3	84.2	23
5	2010													
	2011													
	2012			79.3	79.3		79.3	79.3		78.6	80.0	79.3	77.4	29
3-5	2010													
	2011													
	2012			89.4	89.0	*	89.2	89.2		87.8	90.6	89.4	84.3	94

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	0	94	91	1	93	93	0	41	53	94	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	23	*	22	22		21	23	23	23	42
4	2010													
	2011													
	2012			25	24		25	25		22	27	25	26	23
5	2010													
	2011													
	2012			29	29		29	29		27	30	29	28	29
3-5	2010													
	2011													
	2012			25	25	*	25	25		24	26	25	25	94

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	0	94	91	1	93	93	0	41	53	94	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	63.1	58.1	51.9
4	2010			
	2011			
	2012	57.0	60.6	53.8
5	2010			
	2011			
	2012	52.8	66.6	63.1
3-5	2010			
	2011			
	2012	58.4	61.3	55.8

**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			25	24		25	25		24	26	25	26	24

NUMBER TESTED IN GRADE 4														
2010														0
2011														0
2012	0	0	24	21	0	24	24	0	9	15	24	4,902		

**AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY**

Grade	Year	REPORTING CATEGORY			
		1. Composition <sup>1</sup> GR 4: Personal Narrative GR 7: Expository	1. Composition <sup>1</sup> GR 4: Expository GR 7: Personal Narrative	2. Revision	3. Editing
4	2010				
	2011				
	2012	4.2	4.3	65.8	58.5

<sup>1</sup>Average 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)
4	2010													
	2011													
	2012			42.9	42.9		42.9	42.9		*	*	42.9	50.0	7
3-5	2010													
	2011													
	2012			42.9	42.9		42.9	42.9		*	*	42.9	54.8	7

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	0	7	7	0	7	7	0	2	5	7		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)
4	2010													
	2011													
	2012			20	20		20	20		*	*	20	21	7
3-5	2010													
	2011													
	2012			20	20		20	20		*	*	20	22	7

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	0	0	7	7	0	7	7	0	2	5	7			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
4	2010					
	2011					
	2012	38.7	35.7	50.0	37.5	42.9
3-5	2010					
	2011					
	2012	38.7	35.7	50.0	37.5	42.9

**AVERAGE NUMBER (#) OF ITEMS CORRECT**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2010													
	2011													
	2012			31	31		31	31		31	31	31	27	18

NUMBER TESTED IN GRADE 5														
2010														0
2011														0
2012	0	0	18	18	0	18	18	0	10	8	18	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	77.8	75.6	69.9	65.1

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	25.0	80.0	47.7	36.2	109
	2012	27.1	80.4	49.6	37.2	121

		MATHEMATICS TOTAL				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
5	2010					0
	2011	27.3	71.7	43.9	44.8	123
	2012	40.2	81.0	54.0	43.8	124

Number Tested	2010	0	0	0	0	
	2011	64	45	109	9,181	
	2012	70	51	121	9,773	

Number Tested	2010	0	0	0	0	
	2011	77	46	123	10,907	
	2012	82	42	124	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	90.9		40.4	43.5	0.0	25.7	25.0		36.5	57.9	47.7	36.2	109
	2012	88.9	33.3	46.6	41.8	15.4	29.6	27.1		57.1	43.1	49.6	37.2	121

Number Tested	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	11	0	94	85	11	35	64	0	52	57	109	9,181	
	2012	9	6	103	91	13	27	70	0	56	65	121	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	6		5	6	0	0	0		2	10	12	701	109
	2012	2	0	11	9	0	3	3		6	8	14	822	121

Number Tested	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	11	0	94	85	11	35	64	0	52	57	109	9,181	
	2012	9	6	103	91	13	27	70	0	56	65	121	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	81.8	*	38.3	37.8	9.1	36.2	27.3		47.5	40.6	43.9	44.8	123
	2012	100.0	66.7	49.5	44.4	*	42.3	40.2		54.2	53.8	54.0	43.8	124

Number Tested	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	11	1	107	98	11	47	77	0	59	64	123	10,907	
	2012	7	6	109	99	5	52	82	0	59	65	124	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	5	*	5	2	0	2	3		6	5	11	1,395	123
	2012	2	1	17	14	*	5	6		11	11	22	1,426	124

Number Tested	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	11	1	107	98	11	47	77	0	59	64	123	10,907	
	2012	7	6	109	99	5	52	82	0	59	65	124	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	63.6	*	41.7	41.4	18.2	47.9	34.6		49.2	40.0	44.4	48.6	124
	2012	77.8	50.0	47.2	45.7	28.6	45.5	39.4		47.1	50.6	49.0	45.9	145

Number Tested	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	11	1	108	99	11	48	78	0	59	65	124	11,471	
	2012	9	6	127	116	7	55	94	0	68	77	145	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	2	*	3	1	0	1	2		3	2	5	1,416	124
	2012	0	1	9	6	0	0	0		6	4	10	1,169	145

Number Tested	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	11	1	108	99	11	48	78	0	59	65	124	11,471	
	2012	9	6	127	116	7	55	94	0	68	77	145	11,770	

**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			76.9	83.3		83.3	76.9		*	62.5	76.9	93.5	13
	2012			92.9	96.3	*	92.9	92.9		92.3	93.3	92.9	91.4	28

Number Tested	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	0	0	13	12	0	12	13	0	5	8	13	2,044	
	2012	0	0	28	27	1	28	28	0	13	15	28	2,239	

**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			1	1		1	1		*	0	1	856	13
	2012			9	9	*	9	9		4	5	9	912	28


Number Tested	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	0	0	13	12	0	12	13	0	5	8	13	2,044	
	2012	0	0	28	27	1	28	28	0	13	15	28	2,239	

**PERFORMANCE IN 2012**

Grade (2010-11)	Domain:	Listening		Speaking		Writing		Reading		Composite	
		2012 Level	N	%	N	%	N	%	N	%	N
3 (58)	Beginning	4	23.5	4	23.5	7	41.2	6	10.7	5	33.3
	Intermediate	12	70.6	12	70.6	9	52.9	9	16.1	3	20.0
	Advanced	1	5.9	1	5.9	1	5.9	19	33.9	7	46.7
	Advanced High	0	0.0	0	0.0	0	0.0	22	39.3	0	0.0
4 (61)	Beginning	0	0.0	0	0.0	0	0.0	1	1.6	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	13	21.3	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	19	31.1	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	28	45.9	0	0.0
5 (57)	Beginning	0	0.0	0	0.0	0	0.0	2	3.5	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	5	8.8	1	25.0
	Advanced	2	50.0	2	50.0	1	25.0	14	24.6	1	25.0
	Advanced High	2	50.0	2	50.0	3	75.0	36	63.2	2	50.0
ALL (176)	Beginning	4	19.0	4	19.0	7	33.3	9	5.2	5	26.3
	Intermediate	12	57.1	12	57.1	9	42.9	27	15.5	4	21.1
	Advanced	3	14.3	3	14.3	2	9.5	52	29.9	8	42.1
	Advanced High	2	9.5	2	9.5	3	14.3	86	49.4	2	10.5

**PROGRESSION FROM  
2011 TO 2012**

Number Rated Both Years	2012 Level	2011 Level			
		Beg	Int	Adv	Adv High
14 0 (0.0%)	Beginning	5			
	Intermediate	0	3		
	Advanced	0	0	6	
	Advanced High	0	0	0	
0 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
4 2 (50.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	1	
	Advanced High	0	0	2	
18 2 (11.1%)	Beginning	5			
	Intermediate	0	4		
	Advanced	0	0	7	
	Advanced High	0	0	2	

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