

Campus Data Packet

for 2008 - 09 Plans

MARK TWAIN VANGUARD

School Number 829

*The information in this packet is based
on data from the 2007-08 school year.*



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°The TEA will release passing standards for the 2008 TAKS-Modified test in late summer. When they are available, an addendum to the Campus Data Packet with reports for TAKS-M will be available on MyData Portal.

°Student results for the 2008 TELPAS will be sent by the TEA in September. An addendum with these results will be posted on MyData Portal by October.

TAKS

- 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.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- 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 compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- Cell shading for percentage meeting standard is based on the AEIS or AYP minimum requirement for 2009, whichever is higher for the subject test.
- READING and MATHEMATICS statistics for SSI grades (3, 5, and 8) are based on scores cumulative through the second administration.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2006		95.2	*	93.8			*		100.0	92.3	95.5	69.5	22
	2007		100.0	*	100.0					100.0	100.0	100.0	69.7	17
	2008		94.7	*	95.0		*	*		83.3	100.0	95.7	72.1	23
5	2006		100.0	100.0	100.0			*		100.0	100.0	100.0	76.9	34
	2007		92.0	*	88.9			*		100.0	88.2	92.9	78.3	28
	2008		94.1	*	94.4			*		90.0	100.0	94.7	82.9	19
6	2006		100.0	100.0	100.0			*		100.0	100.0	100.0	89.4	28
	2007												87.2	0
	2008												87.8	0
4-6	2006		98.6	100.0	98.4			90.0		100.0	97.9	98.8	78.1	84
	2007		95.0	*	94.1			*		100.0	92.0	95.6	78.2	45
	2008		94.4	100.0	94.7		*	66.7		87.5	100.0	95.2	80.6	42

	NUMBER TESTED IN GRADES 4-6											
2006	0	70	14	61	0	0	10	0	36	48	84	30,873
2007	0	40	5	34	0	0	2	0	20	25	45	30,831
2008	0	36	6	38	0	1	6	0	16	26	42	30,736

Shaded cells indicate percentages below 70 percent, the 2009 AEIS reading/ELA minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2006		1	*	1			*		0	1	1	3,190	22
	2007		0	*	0					0	0	0	3,189	17
	2008		1	*	1		*	*		1	0	1	2,996	23
5	2006		0	0	0			*		0	0	0	2,584	34
	2007		2	*	2			*		0	2	2	2,258	28
	2008		1	*	1			*		1	0	1	1,827	19
6	2006		0	0	0			*		0	0	0	982	28
	2007												1,269	0
	2008												1,140	0
4-6	2006		1	0	1			1		0	1	1	6,756	84
	2007		2	*	2			*		0	2	2	6,716	45
	2008		2	0	2		*	2		2	0	2	5,963	42

NUMBER TESTED IN GRADES 4-6													
2006	0	70	14	61	0	0	10	0	36	48	84	30,873	
2007	0	40	5	34	0	0	2	0	20	25	45	30,831	
2008	0	36	6	38	0	1	6	0	16	26	42	30,736	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
4	2006	85.8	79.0	85.7	76.4
	2007	90.2	89.0	88.2	86.5
	2008	93.3	89.1	87.0	84.8
5	2006	85.3	89.7	84.9	82.4
	2007	84.3	90.2	83.0	79.7
	2008	90.3	92.1	81.6	83.4
6	2006	88.2	83.0	87.1	90.7
	2007				
	2008				
4-6	2006	86.4	84.7	85.8	83.6
	2007	86.6	89.7	85.0	82.2
	2008	92.0	90.5	84.5	84.2

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2006		9.5	*	12.5			*		11.1	7.7	9.1	10.0	22
	2007		33.3	*	37.5					33.3	37.5	35.3	16.6	17
	2008		42.1	*	40.0		*	*		0.0	52.9	39.1	14.4	23
5	2006		10.7	0.0	7.4			*		5.9	11.8	8.8	10.8	34
	2007		20.0	*	38.9			*		45.5	17.6	28.6	13.1	28
	2008		41.2	*	50.0			*		40.0	55.6	47.4	16.5	19
6	2006		47.6	28.6	50.0			*		60.0	33.3	42.9	28.7	28
	2007												37.4	0
	2008												33.8	0
4-6	2006		21.4	14.3	21.3			10.0		22.2	18.8	20.2	15.8	84
	2007		25.0	*	38.2			*		40.0	24.0	31.1	22.2	45
	2008		41.7	50.0	44.7		*	0.0		25.0	53.8	42.9	21.0	42

	NUMBER TESTED IN GRADES 4-6											
2006	0	70	14	61	0	0	10	0	36	48	84	30,873
2007	0	40	5	34	0	0	2	0	20	25	45	30,831
2008	0	36	6	38	0	1	6	0	16	26	42	30,736

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2009.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2006		90.5	*	93.8			*		100.0	84.6	90.9	74.0	22
	2007		100.0	*	100.0					100.0	100.0	100.0	75.7	17
	2008		94.7	*	95.0		*	*		83.3	100.0	95.7	77.9	23
5	2006		96.4	100.0	96.3			*		100.0	94.1	97.1	82.2	34
	2007		96.0	*	94.4			*		90.9	100.0	96.4	82.9	28
	2008		94.1	*	100.0			*		100.0	88.9	94.7	84.0	19
6	2006		81.0	100.0	88.9			*		80.0	88.9	85.7	77.2	28
	2007												70.0	0
	2008												73.8	0
4-6	2006		90.0	100.0	93.4			70.0		94.4	89.6	91.7	77.9	84
	2007		97.5	*	97.1			*		95.0	100.0	97.8	76.3	45
	2008		94.4	100.0	97.4		*	66.7		93.8	96.2	95.2	78.8	42

	NUMBER TESTED IN GRADES 4-6											
2006	0	70	14	61	0	0	10	0	36	48	84	31,229
2007	0	40	5	34	0	0	2	0	20	25	45	31,199
2008	0	36	6	38	0	1	6	0	16	26	42	31,212

Cells containing passing percentages below the 2008-09 Adequate Yearly Progress (AYP) mathematics target of 58% are shaded.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2006		2	*	1			*		0	2	2	2,765	22
	2007		0	*	0					0	0	0	2,604	17
	2008		1	*	1		*	*		1	0	1	2,436	23
5	2006		1	0	1			*		0	1	1	1,997	34
	2007		1	*	1			*		1	0	1	1,785	28
	2008		1	*	0			*		0	1	1	1,730	19
6	2006		4	0	2			*		2	2	4	2,140	28
	2007												3,012	0
	2008												2,460	0
4-6	2006		7	0	4			3		2	5	7	6,902	84
	2007		1	*	1			*		1	0	1	7,401	45
	2008		2	0	1		*	2		1	1	2	6,626	42

NUMBER TESTED IN GRADES 4-6													
2006	0	70	14	61	0	0	10	0	36	48	84	31,229	
2007	0	40	5	34	0	0	2	0	20	25	45	31,199	
2008	0	36	6	38	0	1	6	0	16	26	42	31,212	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
4	2006	89.3	92.2	82.6	76.5	81.8	76.7
	2007	94.1	95.0	76.5	83.3	82.4	84.6
	2008	91.3	88.8	67.4	86.2	94.6	75.0
5	2006	89.8	87.8	88.2	90.3	89.0	82.7
	2007	90.3	83.2	88.8	79.6	87.5	85.3
	2008	91.9	77.4	79.7	88.0	82.9	83.6
6	2006	78.6	71.4	81.6	77.1	80.4	80.2
	2007						
	2008						
4-6	2006	85.9	83.5	84.6	82.3	84.2	80.3
	2007	91.7	87.6	84.1	81.0	85.6	85.0
	2008	91.6	83.7	73.0	87.0	89.3	78.9

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2006		19.0	*	18.8			*		22.2	15.4	18.2	22.1	22
	2007		26.7	*	37.5					33.3	37.5	35.3	22.6	17
	2008		21.1	*	20.0		*	*		0.0	23.5	17.4	23.8	23
5	2006		53.6	16.7	44.4			*		58.8	35.3	47.1	29.9	34
	2007		32.0	*	44.4			*		54.5	23.5	35.7	29.3	28
	2008		17.6	*	27.8			*		20.0	33.3	26.3	31.9	19
6	2006		33.3	42.9	38.9			*		40.0	33.3	35.7	28.6	28
	2007												26.5	0
	2008												31.0	0
4-6	2006		37.1	28.6	36.1			10.0		44.4	29.2	35.7	26.9	84
	2007		30.0	*	41.2			*		45.0	28.0	35.6	26.1	45
	2008		19.4	33.3	23.7		*	0.0		12.5	26.9	21.4	28.8	42

	NUMBER TESTED IN GRADES 4-6											
2006	0	70	14	61	0	0	10	0	36	48	84	31,229
2007	0	40	5	34	0	0	2	0	20	25	45	31,199
2008	0	36	6	38	0	1	6	0	16	26	42	31,212

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2009.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2006		100.0	*	100.0			*		100.0	100.0	100.0	84.2	22
	2007		100.0	*	100.0					100.0	100.0	100.0	86.5	17
	2008		100.0	*	100.0		*	*		100.0	100.0	100.0	87.4	23

	NUMBER TESTED IN GRADE 4											
2006	0	21	1	16	0	0	5	0	9	13	22	10,311
2007	0	15	2	16	0	0	0	0	9	8	17	10,408
2008	0	19	4	20	0	1	2	0	6	17	23	10,658



Shaded cells indicate percentages below 70 percent, the 2009 AEIS writing minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2006		0	*	0			*		0	0	0	1,631	22
	2007		0	*	0					0	0	0	1,408	17
	2008		0	*	0		*	*		0	0	0	1,348	23

NUMBER TESTED IN GRADE 4													
2006	0	21	1	16	0	0	5	0	9	13	22	10,311	
2007	0	15	2	16	0	0	0	0	9	8	17	10,408	
2008	0	19	4	20	0	1	2	0	6	17	23	10,658	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions ¹	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2006	2.3	90.9	88.6	97.7	96.6
	2007	2.9	98.5	93.4	97.1	94.1
	2008	2.7	93.5	90.8	89.7	91.8

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2006		23.8	*	18.8			*		44.4	7.7	22.7	10.9	22
	2007		60.0	*	62.5					66.7	62.5	64.7	18.2	17
	2008		63.2	*	50.0		*	*		16.7	70.6	56.5	21.4	23

	NUMBER TESTED IN GRADE 4											
2006	0	21	1	16	0	0	5	0	9	13	22	10,311
2007	0	15	2	16	0	0	0	0	9	8	17	10,408
2008	0	19	4	20	0	1	2	0	6	17	23	10,658

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2009.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2006		89.3	100.0	92.6			*		94.1	88.2	91.2	62.1	34
	2007		60.0	*	61.1			*		72.7	58.8	64.3	62.3	28
	2008		76.5	*	83.3			*		90.0	66.7	78.9	71.9	19

	NUMBER TESTED IN GRADE 5											
2006	0	28	6	27	0	0	1	0	17	17	34	11,045
2007	0	25	3	18	0	0	2	0	11	17	28	10,296
2008	0	17	2	18	0	0	4	0	10	9	19	10,686

Shaded cells indicate percentages below 50 percent, the 2009 AEIS science minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2006		3	0	2			*		1	2	3	4,185	34
	2007		10	*	7			*		3	7	10	3,881	28
	2008		4	*	3			*		1	3	4	3,005	19

	NUMBER TESTED IN GRADE 5											
2006	0	28	6	27	0	0	1	0	17	17	34	11,045
2007	0	25	3	18	0	0	2	0	11	17	28	10,296
2008	0	17	2	18	0	0	4	0	10	9	19	10,686

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2006	91.4	92.8	82.4	78.4
	2007	81.3	85.3	79.0	70.2
	2008	88.3	84.8	83.6	60.2

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2006		32.1	16.7	29.6			*		35.3	23.5	29.4	14.4	34
	2007		24.0	*	27.8			*		45.5	11.8	25.0	18.0	28
	2008		5.9	*	5.6			*		0.0	11.1	5.3	24.8	19

	NUMBER TESTED IN GRADE 5											
2006	0	28	6	27	0	0	1	0	17	17	34	11,045
2007	0	25	3	18	0	0	2	0	11	17	28	10,296
2008	0	17	2	18	0	0	4	0	10	9	19	10,686

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2009.

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2007		Level 2 in 2007		Level 3 in 2007		Levels 1-3 in 2007	
	Number Tested Both Years	Percentage Improved in 2008	Number Tested Both Years	Percentage Improved in 2008	Number Tested Both Years	Percentage Improved in 2008	Number Tested Both Years	Percentage Improved in 2008
4	0	-	0	-	1	0.0	1	0.0
ALL	0	-	0	-	1	0.0	1	0.0