

Campus Data Packet

for 2009 - 10 Plans



SIDNEY LANIER VANGUARD

School Number 827

The information in this packet is based on data from the 2008-09 school year.

This packet contains corrected statistics for norm-referenced assessments (ITBS and Logramos), including the SCE Compliance report. PSAT reports now contain the average score for all students in a grade.

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NORTHWEST LEARNING COMMUNITY STATISTICS

- Statistics computed for the NORTHWEST Learning Community are based on the 2009 assignment of schools to Learning Communities. Statistics do not include information from students enrolled at charter schools. These schools are included in a separate report for charter schools.

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.
- TAKS statistics include both TAKS and TAKS-Accommodated results.
- 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 2010, 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.

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 2008 to 2009, the TEA did not report the 2008 composite rating.
- If a student is rated as advanced high in 2009, the TEA does not differentiate between the advanced and advanced high levels from 2008.

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	2007	*	95.0	98.1	98.3	*		100.0		100.0	96.2	97.4	69.7	78
	2008	*	95.2	95.1	94.2	*	*	75.0		100.0	93.2	95.2	72.1	63
	2009		100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	75.8	61
5	2007	100.0	100.0	96.6	97.1		*	100.0		93.8	100.0	97.8	78.3	92
	2008	100.0	100.0	98.3	98.6	*	*	90.9		100.0	98.4	98.9	82.9	90
	2009	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	82.9	86
6	2007	*	100.0	100.0	100.0	*		100.0		100.0	100.0	100.0	87.2	73
	2008												87.8	0
	2009												86.4	0
4-6	2007	100.0	98.4	98.1	98.4	*	*	100.0		97.5	98.8	98.4	78.2	243
	2008	100.0	97.7	97.0	96.7	*	*	84.2		100.0	96.3	97.4	80.6	153
	2009	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	81.6	147

NUMBER TESTED IN GRADES 4-6													
2007	14	63	162	188	3	1	33	0	80	162	243	30,831	
2008	7	44	101	123	3	5	19	0	46	107	153	30,736	
2009	3	41	103	118	3	15	25	0	52	95	147	30,070	

Cells containing passing percentages below the 2009-10 Adequate Yearly Progress (AYP) reading target of 73% 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	2007	*	1	1	1	*		0		0	2	2	3,189	78
	2008	*	1	2	3	*	*	2		0	3	3	2,996	63
	2009		0	0	0	*	0	0		0	0	0	2,449	61
5	2007	0	0	2	2		*	0		2	0	2	2,258	92
	2008	0	0	1	1	*	*	1		0	1	1	1,827	90
	2009	*	0	0	0	*	*	0		0	0	0	1,793	86
6	2007	*	0	0	0	*		0		0	0	0	1,269	73
	2008												1,140	0
	2009												1,295	0
4-6	2007	0	1	3	3	*	*	0		2	2	4	6,716	243
	2008	0	1	3	4	*	*	3		0	4	4	5,963	153
	2009	*	0	0	0	*	0	0		0	0	0	5,537	147

NUMBER TESTED IN GRADES 4-6													
2007	14	63	162	188	3	1	33	0	80	162	243	30,831	
2008	7	44	101	123	3	5	19	0	46	107	153	30,736	
2009	3	41	103	118	3	15	25	0	52	95	147	30,070	

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	2007	90.3	88.1	87.9	81.4
	2008	90.7	89.1	86.8	86.5
	2009	93.3	91.0	88.5	90.8
5	2007	89.1	92.4	88.5	80.7
	2008	90.9	93.1	88.5	87.9
	2009	89.3	89.5	92.0	83.9
6	2007	92.1	93.5	85.3	86.3
	2008				
	2009				
4-6	2007	90.4	91.4	87.3	82.6
	2008	90.8	91.4	87.8	87.4
	2009	91.0	90.1	90.6	86.8

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	2007	*	30.0	36.5	31.7	*		14.3		36.0	37.7	37.2	16.6	78
	2008	*	42.9	43.9	42.3	*	*	25.0		47.4	43.2	44.4	14.4	63
	2009		23.5	56.8	51.0	*	53.8	38.9		38.1	52.5	47.5	18.4	61
5	2007	42.9	37.5	32.2	35.7		*	21.4		31.3	36.7	34.8	13.1	92
	2008	66.7	52.2	50.0	47.9	*	*	36.4		70.4	44.4	52.2	16.5	90
	2009	*	45.8	32.2	36.2	*	*	14.3		38.7	36.4	37.2	18.5	86
6	2007	*	73.7	70.6	67.2	*		50.0		65.2	73.5	69.9	37.4	73
	2008												33.8	0
	2009												30.2	0
4-6	2007	50.0	46.0	45.7	44.1	*	*	30.3		42.5	48.1	46.1	22.2	243
	2008	71.4	47.7	47.5	45.5	*	*	31.6		60.9	43.9	49.0	21.0	153
	2009	*	36.6	42.7	42.4	*	46.7	32.0		38.5	43.2	41.5	22.2	147

NUMBER TESTED IN GRADES 4-6													
2007	14	63	162	188	3	1	33	0	80	162	243	30,831	
2008	7	44	101	123	3	5	19	0	46	107	153	30,736	
2009	3	41	103	118	3	15	25	0	52	95	147	30,070	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010.

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	2007	*	100.0	100.0	100.0	*		100.0		100.0	100.0	100.0	75.7	78
	2008	*	85.7	100.0	96.2	*	*	100.0		100.0	93.2	95.2	77.9	63
	2009		94.1	100.0	98.0	*	100.0	94.4		100.0	97.5	98.4	79.4	61
5	2007	100.0	91.7	98.3	95.7		*	78.6		100.0	95.0	96.7	82.9	92
	2008	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	84.0	90
	2009	*	95.8	100.0	98.6	*	*	100.0		100.0	98.2	98.8	87.0	86
6	2007	*	94.7	100.0	98.3	*		100.0		100.0	100.0	98.6	70.0	73
	2008												73.8	0
	2009												73.3	0
4-6	2007	100.0	95.2	99.4	97.9	*	*	90.9		100.0	98.1	98.4	76.3	243
	2008	100.0	93.2	100.0	98.4	*	*	100.0		100.0	97.2	98.0	78.8	153
	2009	*	95.1	100.0	98.3	*	100.0	96.0		100.0	97.9	98.6	80.1	147

NUMBER TESTED IN GRADES 4-6													
2007	14	63	162	188	3	1	33	0	80	162	243	31,199	
2008	7	44	101	122	3	5	19	0	46	107	153	31,212	
2009	3	41	103	118	3	15	25	0	52	95	147	30,878	

Cells containing passing percentages below the 2009-10 Adequate Yearly Progress (AYP) mathematics target of 67% 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	2007	*	0	0	0	*		0		0	0	0	2,604	78
	2008	*	3	0	2	*	*	0		0	3	3	2,436	63
	2009		1	0	1	*	0	1		0	1	1	2,196	61
5	2007	0	2	1	3		*	3		0	3	3	1,785	92
	2008	0	0	0	0	*	*	0		0	0	0	1,730	90
	2009	*	1	0	1	*	*	0		0	1	1	1,386	86
6	2007	*	1	0	1	*		0		0	0	1	3,012	73
	2008												2,460	0
	2009												2,552	0
4-6	2007	0	3	1	4	*	*	3		0	3	4	7,401	243
	2008	0	3	0	2	*	*	0		0	3	3	6,626	153
	2009	*	2	0	2	*	0	1		0	2	2	6,134	147

NUMBER TESTED IN GRADES 4-6													
2007	14	63	162	188	3	1	33	0	80	162	243	31,199	
2008	7	44	101	122	3	5	19	0	46	107	153	31,212	
2009	3	41	103	118	3	15	25	0	52	95	147	30,878	

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	2007	93.1	93.0	88.2	89.1	85.9	88.6
	2008	87.9	84.4	87.0	84.7	90.9	82.5
	2009	92.8	92.0	88.5	82.2	93.9	88.7
5	2007	93.1	87.0	91.9	88.8	91.8	87.4
	2008	92.6	91.1	95.9	90.2	95.0	91.3
	2009	92.6	91.9	92.4	89.9	88.1	94.2
6	2007	88.1	87.7	95.5	86.6	91.6	83.6
	2008						
	2009						
4-6	2007	91.6	89.1	91.8	88.2	89.8	86.6
	2008	90.7	88.3	92.2	87.9	93.3	87.7
	2009	92.7	91.9	90.8	86.7	90.5	91.9

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	2007	*	20.0	55.8	43.3	*		42.9		64.0	41.5	48.7	22.6	78
	2008	*	19.0	39.0	26.9	*	*	0.0		42.1	29.5	33.3	23.8	63
	2009		17.6	56.8	49.0	*	53.8	38.9		38.1	50.0	45.9	31.6	61
5	2007	71.4	50.0	66.1	62.9		*	28.6		71.9	58.3	63.0	29.3	92
	2008	83.3	52.2	78.3	71.4	*	*	54.5		88.9	65.1	72.2	31.9	90
	2009	*	66.7	64.4	66.7	*	*	28.6		61.3	67.3	65.1	38.4	86
6	2007	*	31.6	72.5	65.5	*		41.7		65.2	61.2	61.6	26.5	73
	2008												31.0	0
	2009												29.0	0
4-6	2007	71.4	34.9	64.8	57.4	*	*	36.4		67.5	53.7	58.0	26.1	243
	2008	85.7	36.4	62.4	52.5	*	*	31.6		69.6	50.5	56.2	28.8	153
	2009	*	46.3	61.2	59.3	*	46.7	36.0		51.9	60.0	57.1	33.2	147

NUMBER TESTED IN GRADES 4-6													
2007	14	63	162	188	3	1	33	0	80	162	243	31,199	
2008	7	44	101	122	3	5	19	0	46	107	153	31,212	
2009	3	41	103	118	3	15	25	0	52	95	147	30,878	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010.

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	2007	*	100.0	100.0	100.0	*		100.0		100.0	100.0	100.0	86.5	78
	2008	*	95.0	97.6	96.1	*	*	87.5		100.0	95.3	96.8	87.4	62
	2009		87.5	97.7	95.9	*	100.0	94.4		90.5	97.4	95.0	87.4	60

NUMBER TESTED IN GRADE 4													
2007	5	20	52	60	2	0	7	0	25	53	78	10,408	
2008	1	20	41	51	1	3	8	0	19	43	62	10,658	
2009	0	16	44	49	1	13	18	0	21	39	60	10,032	

 Shaded cells indicate percentages below 70 percent, the 2010 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	2007	*	0	0	0	*		0		0	0	0	1,408	78
	2008	*	1	1	2	*	*	1		0	2	2	1,348	62
	2009		2	1	2	*	0	1		2	1	3	1,264	60

NUMBER TESTED IN GRADE 4													
2007	5	20	52	60	2	0	7	0	25	53	78	10,408	
2008	1	20	41	51	1	3	8	0	19	43	62	10,658	
2009	0	16	44	49	1	13	18	0	21	39	60	10,032	

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	2007	2.6	96.2	87.2	97.3	92.5
	2008	2.5	88.7	84.9	93.1	92.7
	2009	2.7	95.0	87.9	94.0	93.5

¹Average rating on written composition. TAKS compositions are rated on a scale of 1 to 4.

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	2007	*	45.0	44.2	40.0	*		14.3		40.0	47.2	44.9	18.2	78
	2008	*	25.0	36.6	29.4	*	*	12.5		26.3	34.9	32.3	21.4	62
	2009		50.0	59.1	59.2	*	69.2	61.1		33.3	69.2	56.7	21.0	60


NUMBER TESTED IN GRADE 4													
2007	5	20	52	60	2	0	7	0	25	53	78	10,408	
2008	1	20	41	51	1	3	8	0	19	43	62	10,658	
2009	0	16	44	49	1	13	18	0	21	39	60	10,032	

 Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010.

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	2007	100.0	95.8	96.6	95.7		*	85.7		100.0	95.0	96.7	62.3	92
	2008	100.0	100.0	96.7	97.2	*	*	90.9		100.0	96.8	97.8	71.9	90
	2009	*	95.8	96.6	95.7	*	*	100.0		100.0	94.5	96.5	75.9	86

NUMBER TESTED IN GRADE 5													
2007	7	24	59	70	0	1	14	0	32	60	92	10,296	
2008	6	23	60	71	2	2	11	0	27	63	90	10,686	
2009	3	24	59	69	2	2	7	0	31	55	86	10,550	

 Shaded cells indicate percentages below 55 percent, the 2010 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	2007	0	1	2	3		*	2		0	3	3	3,881	92
	2008	0	0	2	2	*	*	1		0	2	2	3,005	90
	2009	*	1	2	3	*	*	0		0	3	3	2,542	86

NUMBER TESTED IN GRADE 5													
2007	7	24	59	70	0	1	14	0	32	60	92	10,296	
2008	6	23	60	71	2	2	11	0	27	63	90	10,686	
2009	3	24	59	69	2	2	7	0	31	55	86	10,550	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	91.2	93.5	89.0	83.5
	2008	93.4	96.2	92.8	84.0
	2009	94.2	95.7	92.2	77.8

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)
5	2007	57.1	50.0	55.9	58.6		*	35.7		59.4	53.3	55.4	18.0	92
	2008	83.3	56.5	63.3	56.3	*	*	54.5		96.3	49.2	63.3	24.8	90
	2009	*	62.5	45.8	50.7	*	*	14.3		67.7	43.6	52.3	29.1	86

NUMBER TESTED IN GRADE 5													
2007	7	24	59	70	0	1	14	0	32	60	92	10,296	
2008	6	23	60	71	2	2	11	0	27	63	90	10,686	
2009	3	24	59	69	2	2	7	0	31	55	86	10,550	

 Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010.

PERFORMANCE IN 2009

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2009 Level	N	%	N	%	N	%	N	%	N	%
4 (13)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	7.7	0	0.0	0	0.0	0	0.0
	Advanced	6	46.2	6	46.2	5	38.5	0	0.0	0	0.0
	Advanced High	7	53.8	6	46.2	8	61.5	13	100.0	13	100.0
ALL (15)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	6.7	1	6.7	0	0.0	0	0.0
	Advanced	8	53.3	8	53.3	6	40.0	0	0.0	0	0.0
	Advanced High	7	46.7	6	40.0	8	53.3	15	100.0	15	100.0

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years N (%) Progressed	2009 Level	2008 Level			
		Beg	Int	Adv	Adv High
12 <hr/> 12 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	12	
14 <hr/> 14 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	14	

■ Indicates students who progressed at least one level from 2008 to 2009.