

DATA PACKET

for 2011-12 planning

School Number 828

K.B. POLK VANGUARD



**Dallas
Independent
School
District**

**Evaluation & Accountability
Data Analysis, Reporting, and Research Services**

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2010-11 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.
- MAGNET PROGRAMS: Teacher statistics are not available for magnets, academies, or vanguards. See statistics for the whole campus.

ENROLLMENT

- Statistics are based on the school’s enrollment at the end of the fifth six-weeks grading period.
- For 2010-11, 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 2010-11. They are counted as new if not enrolled in a district campus before the last day of the 2009-10 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 2009-10 and 2010-11.

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.”

TAKS and TAKS-Modified

- 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 are based on both TAKS and TAKS-Accommodated results. TAKS-M statistics are based exclusively on TAKS-M 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 2012, whichever is higher for the subject test.
- READING and MATHEMATICS statistics for SSI grades (3, 5, 8) in any year are based on scores cumulative through the second administration.

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 2010 to 2011, the TEA did not report the 2010 composite rating.
- If a student is rated as advanced high in 2011, the TEA does not differentiate between the advanced and advanced high levels from 2010.

STUDENT ENROLLMENT

Grade	Enrollment
4	47
5	52
ALL	99

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	19	19.2		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	0	0.0		
Hispanic	66	66.7		
White	11	11.1		
Multiple	3	3.0		
Other* (teachers only)	—	—		
Not reported (students only)	0	0.0		

*Teacher statistics not available separately for magnets, academies, or vanguards.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	37	37.4
Economically disadvantaged	82	82.8
Limited English proficient (LEP)	33	33.3
Special education	0	0.0
Talented and Gifted (TAG)	34	34.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
4	2009	11	1	9.1	0	0.0	0	0.0	9	81.8	1	9.1	—	—
	2010	59	16	27.1	1	1.7	0	0.0	38	64.4	4	6.8	—	—
	2011	47	7	14.9	0	0.0	0	0.0	32	68.1	7	14.9	1	2.1
5	2009	42	11	26.2	0	0.0	1	2.4	26	61.9	4	9.5	—	—
	2010	54	8	14.8	1	1.9	0	0.0	43	79.6	2	3.7	—	—
	2011	52	12	23.1	0	0.0	0	0.0	34	65.4	4	7.7	2	3.8
4-6	2009	53	12	22.6	0	0.0	1	1.9	35	66.0	5	9.4	—	—
	2010	113	24	21.2	2	1.8	0	0.0	81	71.7	6	5.3	—	—
	2011	99	19	19.2	0	0.0	0	0.0	66	66.7	11	11.1	3	3.0

Enrollment (2)

Enrollment Statistics by Select Student Group

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	
4	2009	11	10	90.9	1	9.1	0	0.0	1	9.1	3	27.3	2	18.2	0.0
	2010	59	50	84.7	21	35.6	0	0.0	22	37.3	7	11.9	0	0.0	0.0
	2011	47	38	80.9	12	25.5	0	0.0	13	27.7	26	55.3	1	2.1	0.0
5	2009	42	37	88.1	2	4.8	2	4.8	3	7.1	7	16.7	0	0.0	0.0
	2010	54	49	90.7	1	1.9	0	0.0	1	1.9	9	16.7	2	3.7	0.0
	2011	52	44	84.6	21	40.4	0	0.0	24	46.2	8	15.4	0	0.0	0.0
4-6	2009	53	47	88.7	3	5.7	2	3.8	4	7.5	10	18.9	2	3.8	0.0
	2010	113	99	87.6	22	19.5	0	0.0	23	20.4	16	14.2	2	1.8	0.0
	2011	99	82	82.8	33	33.3	0	0.0	37	37.4	34	34.3	1	1.0	0.0

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	District	Campus (N)	Campus (%)	District (N)	District (%)	Campus (N)	Campus (%)	District (%)	Campus	District	Campus	District
4	2009	11.0	12,156.4	10.6	96.5	11,789.9	97.0	1	9.1	17.9	11	10,731	100.0	88.3
	2010	58.3	12,299.7	56.5	96.8	11,900.0	96.8	0	0.0	17.3	57	10,987	97.7	89.3
	2011	45.6	12,506.4	44.6	97.7	12,149.9	97.1	0	0.0	15.7	46	11,544	100.0	92.3
5	2009	42.0	11,903.5	40.8	97.2	11,552.9	97.1	0	0.0	17.3	42	10,563	100.0	88.7
	2010	53.4	11,687.8	51.3	96.2	11,310.1	96.8	0	0.0	17.1	52	10,453	97.4	89.4
	2011	50.4	11,742.5	49.3	97.9	11,419.3	97.2	0	0.0	8.3	52	10,892	100.0	92.8
4-6	2009	53.0	34,648.1	51.4	97.1	33,508.0	96.7	1	1.9	18.3	53	30,425	100.0	87.8
	2010	111.7	34,589.9	107.8	96.5	33,320.9	96.3	0	0.0	17.6	109	30,523	97.6	88.2
	2011	96.0	34,375.1	93.9	97.8	33,311.3	96.9	0	0.0	13.6	98	31,510	100.0	91.7

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009	*	*	100.0	100.0		*	*		100.0	*	100.0	75.8	11
	2010	*	100.0	97.4	98.0		95.2	*		100.0	97.2	98.3	77.9	59
	2011	100.0	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	78.6	47
5	2009	*	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	82.9	42
	2010	*	100.0	100.0	100.0		*			100.0	100.0	100.0	86.1	54
	2011	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	89.0	52
4-6	2009	*	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	81.6	53
	2010	100.0	100.0	98.8	99.0		95.5	*		100.0	98.4	99.1	81.1	113
	2011	100.0	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	81.3	99

	NUMBER TESTED IN GRADES 4-6											
2009	5	12	35	46	2	3	4	0	29	24	53	30,070
2010	6	24	81	99	0	22	2	0	50	63	113	27,437
2011	11	19	66	82	0	33	37	0	45	54	99	24,980

Shaded cells indicate percentages below 70 percent, the 2010-11 AEIS 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	District	Number Tested (All Students)
4	2009	*	*	0	0		*	*		0	*	0	2,449	11
	2010	*	0	1	1		1	*		0	1	1	1,640	59
	2011	0	0	0	0		0	0		0	0	0	1,506	47
5	2009	*	0	0	0	*	*	*		0	0	0	1,793	42
	2010	*	0	0	0		*			0	0	0	1,427	54
	2011	*	0	0	0		0	0		0	0	0	919	52
4-6	2009	*	0	0	0	*	*	*		0	0	0	5,537	53
	2010	0	0	1	1		1	*		0	1	1	5,190	113
	2011	0	0	0	0		0	0		0	0	0	4,683	99

	NUMBER TESTED IN GRADES 4-6											
2009	5	12	35	46	2	3	4	0	29	24	53	30,070
2010	6	24	81	99	0	22	2	0	50	63	113	27,437
2011	11	19	66	82	0	33	37	0	45	54	99	24,980

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	2009	95.2	96.6	93.5	94.5
	2010	90.5	89.6	90.8	86.8
	2011	95.2	91.8	92.1	92.1
5	2009	91.8	93.5	93.5	91.9
	2010	92.3	96.5	91.7	92.3
	2011	92.6	88.5	92.1	90.2
4-6	2009	92.5	94.1	93.5	92.5
	2010	91.4	92.9	91.2	89.4
	2011	93.8	90.0	92.1	91.1

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009	*	*	66.7	70.0		*	*		57.1	*	72.7	18.4	11
	2010	*	43.8	36.8	36.0		19.0	*		34.8	41.7	39.0	19.4	59
	2011	85.7	71.4	78.1	76.3		83.3	84.6		76.0	81.8	78.7	27.7	47
5	2009	*	72.7	57.7	69.4	*	*	*		68.2	60.0	64.3	18.5	42
	2010	*	75.0	67.4	67.3		*			66.7	66.7	66.7	23.6	54
	2011	*	66.7	47.1	47.7		38.1	41.7		55.0	56.3	55.8	28.1	52
4-6	2009	*	75.0	60.0	69.6	*	*	*		65.5	66.7	66.0	22.2	53
	2010	33.3	54.2	53.1	51.5		22.7	*		52.0	52.4	52.2	21.9	113
	2011	81.8	68.4	62.1	61.0		54.5	56.8		66.7	66.7	66.7	27.2	99

	NUMBER TESTED IN GRADES 4-6											
2009	5	12	35	46	2	3	4	0	29	24	53	30,070
2010	6	24	81	99	0	22	2	0	50	63	113	27,437
2011	11	19	66	82	0	33	37	0	45	54	99	24,980

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010-11.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009	*	*	100.0	100.0		*	*		100.0	*	100.0	79.4	11
	2010	*	100.0	94.7	94.0		95.2	*		95.7	94.4	94.9	81.8	59
	2011	100.0	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	82.6	47
5	2009	*	90.9	100.0	97.2	*	*	*		100.0	95.0	97.6	87.0	42
	2010	*	100.0	100.0	100.0		*			100.0	100.0	100.0	87.7	54
	2011	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	88.7	52
4-6	2009	*	91.7	100.0	97.8	*	*	*		100.0	95.8	98.1	80.1	53
	2010	83.3	100.0	97.5	97.0		95.5	*		98.0	96.8	97.3	81.0	113
	2011	100.0	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	82.3	99

	NUMBER TESTED IN GRADES 4-6											
2009	5	12	35	46	2	3	4	0	29	24	53	30,878
2010	6	24	81	99	0	22	2	0	50	63	113	32,048
2011	11	19	66	82	0	33	37	0	45	54	99	32,942

Shaded cells indicate percentages below 65 percent, the 2010-11 AEIS 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	District	Number Tested (All Students)
4	2009	*	*	0	0		*	*		0	*	0	2,196	11
	2010	*	0	2	3		1	*		1	2	3	2,101	59
	2011	0	0	0	0		0	0		0	0	0	2,100	47
5	2009	*	1	0	1	*	*	*		0	1	1	1,386	42
	2010	*	0	0	0		*			0	0	0	1,314	54
	2011	*	0	0	0		0	0		0	0	0	1,274	52
4-6	2009	*	1	0	1	*	*	*		0	1	1	6,134	53
	2010	1	0	2	3		1	*		1	2	3	6,088	113
	2011	0	0	0	0		0	0		0	0	0	5,818	99

	NUMBER TESTED IN GRADES 4-6											
2009	5	12	35	46	2	3	4	0	29	24	53	30,878
2010	6	24	81	99	0	22	2	0	50	63	113	32,048
2011	11	19	66	82	0	33	37	0	45	54	99	32,942

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	2009	90.9	92.2	84.8	89.4	93.2	93.2
	2010	90.4	84.5	81.1	82.5	89.0	87.5
	2011	96.5	92.4	90.4	92.9	95.2	93.9
5	2009	90.3	87.8	89.5	89.8	91.1	91.1
	2010	91.1	95.2	92.3	90.7	94.4	93.1
	2011	86.5	93.1	87.9	88.2	93.3	89.4
4-6	2009	90.4	88.7	88.5	89.7	91.5	91.5
	2010	90.7	89.6	86.5	86.4	91.6	90.2
	2011	91.3	92.8	89.1	90.4	94.2	91.5

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009	*	*	33.3	40.0		*	*		57.1	*	45.5	31.6	11
	2010	*	43.8	34.2	34.0		33.3	*		34.8	36.1	35.6	29.1	59
	2011	42.9	42.9	81.3	68.4		83.3	84.6		80.0	59.1	70.2	31.3	47
5	2009	*	45.5	61.5	52.8	*	*	*		68.2	45.0	57.1	38.4	42
	2010	*	50.0	76.7	73.5		*			74.1	66.7	70.4	34.5	54
	2011	*	41.7	64.7	56.8		66.7	58.3		60.0	62.5	61.5	32.5	52
4-6	2009	*	50.0	54.3	50.0	*	*	*		65.5	41.7	54.7	33.2	53
	2010	33.3	45.8	56.8	53.5		31.8	*		56.0	49.2	52.2	28.8	113
	2011	54.5	42.1	72.7	62.2		72.7	67.6		71.1	61.1	65.7	29.8	99

	NUMBER TESTED IN GRADES 4-6											
2009	5	12	35	46	2	3	4	0	29	24	53	30,878
2010	6	24	81	99	0	22	2	0	50	63	113	32,048
2011	11	19	66	82	0	33	37	0	45	54	99	32,942

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010-11.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2009	*	*	100.0	100.0		*	*		100.0	*	100.0	87.4	11
	2010	*	93.8	100.0	98.0		100.0	*		100.0	97.2	98.3	89.8	59
	2011	100.0	100.0	96.9	97.4		91.7	92.3		96.0	100.0	97.9	86.9	47

	NUMBER TESTED IN GRADE 4											
2009	1	1	9	10	0	1	1	0	7	4	11	10,032
2010	4	16	38	50	0	21	2	0	23	36	59	7,294
2011	7	7	32	38	0	12	13	0	25	22	47	6,935

Shaded cells indicate percentages below 70 percent, the 2010-11 AIES 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	District	Number Tested (All Students)
4	2009	*	*	0	0		*	*		0	*	0	1,264	11
	2010	*	1	0	1		0	*		0	1	1	744	59
	2011	0	0	1	1		1	1		1	0	1	908	47

	NUMBER TESTED IN GRADE 4											
2009	1	1	9	10	0	1	1	0	7	4	11	10,032
2010	4	16	38	50	0	21	2	0	23	36	59	7,294
2011	7	7	32	38	0	12	13	0	25	22	47	6,935

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	2009	2.8	100.0	92.0	97.7	97.7
	2010	2.4	86.4	88.3	88.3	90.3
	2011	2.6	92.6	96.3	93.1	95.2

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	District	Number Tested (All Students)
4	2009	*	*	77.8	80.0		*	*		71.4	*	72.7	21.0	11
	2010	*	56.3	21.1	26.0		23.8	*		8.7	41.7	28.8	23.8	59
	2011	71.4	42.9	56.3	52.6		50.0	53.8		52.0	59.1	55.3	22.4	47

	NUMBER TESTED IN GRADE 4											
2009	1	1	9	10	0	1	1	0	7	4	11	10,032
2010	4	16	38	50	0	21	2	0	23	36	59	7,294
2011	7	7	32	38	0	12	13	0	25	22	47	6,935

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010-11.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2009	*	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	75.9	42
	2010	*	100.0	100.0	100.0		*			100.0	100.0	100.0	81.4	54
	2011	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	80.9	51

NUMBER TESTED IN GRADE 5													
2009	4	11	26	36	2	2	3	0	22	20	42	10,550	
2010	2	8	43	49	0	1	0	0	27	27	54	10,576	
2011	4	12	33	43	0	21	24	0	19	32	51	10,176	

Shaded cells indicate percentages below 60 percent, the 2010-11 AEIS 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	District	Number Tested (All Students)
5	2009	*	0	0	0	*	*	*		0	0	0	2,542	42
	2010	*	0	0	0		*			0	0	0	1,965	54
	2011	*	0	0	0		0	0		0	0	0	1,942	51

NUMBER TESTED IN GRADE 5													
2009	4	11	26	36	2	2	3	0	22	20	42	10,550	
2010	2	8	43	49	0	1	0	0	27	27	54	10,576	
2011	4	12	33	43	0	21	24	0	19	32	51	10,176	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	96.2	96.8	93.9	84.7
	2010	94.3	97.3	94.2	90.1
	2011	94.0	91.1	91.9	85.2

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2009	*	54.5	57.7	61.1	*	*	*		72.7	50.0	61.9	29.1	42
	2010	*	75.0	74.4	75.5		*			85.2	66.7	75.9	32.8	54
	2011	*	25.0	51.5	46.5		38.1	45.8		57.9	43.8	49.0	34.0	51

	NUMBER TESTED IN GRADES 5											
2009	4	11	26	36	2	2	3	0	22	20	42	10,550
2010	2	8	43	49	0	1	0	0	27	27	54	10,576
2011	4	12	33	43	0	21	24	0	19	32	51	10,176

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010-11.

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	2009					0
	2010					0
	2011	62.5	89.3	76.9	36.2	52

Number Tested	2009	0	0	0	0	
	2010	0	0	0	0	
	2011	24	28	52	9,181	

		MATHEMATICS TOTAL				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
5	2009					0
	2010					0
	2011	75.0	85.2	80.4	44.8	51

Number Tested	2009	0	0	0	0	
	2010	0	0	0	0	
	2011	24	27	51	10,907	

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	2009													0
	2010													0
	2011	*	83.3	70.6	72.7		57.1	62.5		70.0	81.3	76.9	36.2	52

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	4	12	34	44	0	21	24	0	20	32	52	9,181	

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	2009													0
	2010													0
	2011	*	5	7	11		2	2		7	9	16	701	52

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	4	12	34	44	0	21	24	0	20	32	52	9,181	

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	2009													0
	2010													0
	2011	*	83.3	75.8	79.5		81.0	75.0		78.9	81.3	80.4	44.8	51

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	4	12	33	44	0	21	24	0	19	32	51	10,907	

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	2009													0
	2010													0
	2011	*	1	11	13		5	5		7	9	16	1,395	51

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	4	12	33	44	0	21	24	0	19	32	51	10,907	

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	2009													0
	2010													0
	2011	*	58.3	60.6	56.8		57.1	50.0		47.4	65.6	58.8	48.6	51

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	4	12	33	44	0	21	24	0	19	32	51	11,471	

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	2009													0
	2010													0
	2011	*	2	4	4		2	2		3	4	7	1,416	51

Number Tested	2009	0	0	0	0	0	0	0	0	0	0	0	0	0
	2010	0	0	0	0	0	0	0	0	0	0	0	0	0
	2011	4	12	33	44	0	21	24	0	19	32	51	11,471	

PERCENTAGE DEMONSTRATING IMPROVEMENT


Grade	Level 1 in 2010		Level 2 in 2010		Level 3 in 2010		Levels 1-3 in 2010	
	Number Tested Both Years	Percentage Improved in 2011	Number Tested Both Years	Percentage Improved in 2011	Number Tested Both Years	Percentage Improved in 2011	Number Tested Both Years	Percentage Improved in 2011
4	0	-	0	-	3	66.7	3	66.7
ALL	0	-	0	-	3	66.7	3	66.7

PERFORMANCE IN 2011

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2011 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	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	0	0.0	2	15.4	0	0.0	0	0.0
	Advanced High	13	100.0	13	100.0	11	84.6	13	100.0	13	100.0
5 (21)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	5	23.8	5	23.8	5	23.8	0	0.0	0	0.0
	Advanced	2	9.5	2	9.5	7	33.3	1	4.8	5	23.8
	Advanced High	14	66.7	14	66.7	9	42.9	20	95.2	16	76.2
ALL (34)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	5	14.7	5	14.7	5	14.7	0	0.0	0	0.0
	Advanced	2	5.9	2	5.9	9	26.5	1	2.9	5	14.7
	Advanced High	27	79.4	27	79.4	20	58.8	33	97.1	29	85.3

PROGRESSION FROM
2010 TO 2011

Number Rated Both Years		2010 Level			
N (%) Progressed	2011 Level	Beg	Int	Adv	Adv High
<div>12</div> <div>12 (100.0%)</div>	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	12	
<div>21</div> <div>16 (76.2%)</div>	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	5	
	Advanced High	0	0	16	
<div>33</div> <div>28 (84.8%)</div>	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	5	
	Advanced High	0	0	28	

 Indicates students who progressed at least one level from 2010 to 2011.