

DATA PACKET

for 2011-12 planning

School Number 829

MARK TWAIN 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	10
5	16
ALL	26

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	16	61.5		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	0	0.0		
Hispanic	10	38.5		
White	0	0.0		
Multiple	0	0.0		
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	10	38.5
Economically disadvantaged	22	84.6
Limited English proficient (LEP)	9	34.6
Special education	0	0.0
Talented and Gifted (TAG)	4	15.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
4	2009	20	13	65.0	0	0.0	0	0.0	7	35.0	0	0.0	—	—
	2010	14	6	42.9	0	0.0	0	0.0	8	57.1	0	0.0	—	—
	2011	10	9	90.0	0	0.0	0	0.0	1	10.0	0	0.0	0	0.0
5	2009	30	24	80.0	0	0.0	0	0.0	6	20.0	0	0.0	—	—
	2010	24	18	75.0	0	0.0	0	0.0	6	25.0	0	0.0	—	—
	2011	16	7	43.8	0	0.0	0	0.0	9	56.3	0	0.0	0	0.0
4-6	2009	50	37	74.0	0	0.0	0	0.0	13	26.0	0	0.0	—	—
	2010	38	24	63.2	0	0.0	0	0.0	14	36.8	0	0.0	—	—
	2011	26	16	61.5	0	0.0	0	0.0	10	38.5	0	0.0	0	0.0

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	
4	2009	20	15	75.0	3	15.0	0	0.0	3	15.0	3	15.0	0	0.0	0.0
	2010	14	14	100.0	8	57.1	0	0.0	8	57.1	2	14.3	1	7.1	0.0
	2011	10	7	70.0	1	10.0	0	0.0	1	10.0	0	0.0	0	0.0	0.0
5	2009	30	28	93.3	1	3.3	0	0.0	3	10.0	15	50.0	0	0.0	0.0
	2010	24	17	70.8	1	4.2	0	0.0	1	4.2	5	20.8	0	0.0	0.0
	2011	16	15	93.8	8	50.0	0	0.0	9	56.3	4	25.0	0	0.0	0.0
4-6	2009	50	43	86.0	4	8.0	0	0.0	6	12.0	18	36.0	0	0.0	0.0
	2010	38	31	81.6	9	23.7	0	0.0	9	23.7	7	18.4	1	2.6	0.0
	2011	26	22	84.6	9	34.6	0	0.0	10	38.5	4	15.4	0	0.0	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	20.0	12,156.4	19.5	97.5	11,789.9	97.0	0	0.0	17.9	20	10,731	100.0	88.3
	2010	13.8	12,299.7	13.6	98.4	11,900.0	96.8	0	0.0	17.3	14	10,987	100.0	89.3
	2011	9.7	12,506.4	9.3	95.4	12,149.9	97.1	0	0.0	15.7	9	11,544	92.7	92.3
5	2009	30.0	11,903.5	29.3	97.8	11,552.9	97.1	0	0.0	17.3	30	10,563	100.0	88.7
	2010	23.7	11,687.8	22.9	96.5	11,310.1	96.8	0	0.0	17.1	23	10,453	96.9	89.4
	2011	15.5	11,742.5	15.3	98.2	11,419.3	97.2	0	0.0	8.3	16	10,892	100.0	92.8
4-6	2009	50.0	34,648.1	48.8	97.7	33,508.0	96.7	0	0.0	18.3	50	30,425	100.0	87.8
	2010	37.6	34,589.9	36.5	97.2	33,320.9	96.3	0	0.0	17.6	37	30,523	98.5	88.2
	2011	25.3	34,375.1	24.5	97.1	33,311.3	96.9	0	0.0	13.6	25	31,510	99.0	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	85.7	93.3		*	*		100.0	90.0	95.0	75.8	20
	2010		87.5	87.5	87.5		87.5			100.0	71.4	87.5	77.9	16
	2011		100.0	*	100.0		*	*		*	100.0	100.0	78.6	10
5	2009		100.0	83.3	96.4		*	*		100.0	94.4	96.7	82.9	30
	2010		100.0	100.0	100.0		*	*		100.0	100.0	100.0	86.1	24
	2011		100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	89.0	16
4-6	2009		100.0	84.6	95.3		*	66.7		100.0	92.9	96.0	81.6	50
	2010		96.2	92.9	93.9		88.9	*		100.0	90.0	95.0	81.1	40
	2011		100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	81.3	26

NUMBER TESTED IN GRADES 4-6													
2009	0	37	13	43	0	4	6	0	22	28	50	30,070	
2010	0	26	14	33	0	9	1	0	20	20	40	27,437	
2011	0	16	10	21	0	9	10	0	13	13	26	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	1	1		*	*		0	1	1	2,449	20
	2010		1	1	2		1			0	2	2	1,640	16
	2011		0	*	0		*	*		*	0	0	1,506	10
5	2009		0	1	1		*	*		0	1	1	1,793	30
	2010		0	0	0		*	*		0	0	0	1,427	24
	2011		0	0	0		0	0		0	0	0	919	16
4-6	2009		0	2	2		*	2		0	2	2	5,537	50
	2010		1	1	2		1	*		0	2	2	5,190	40
	2011		0	0	0		0	0		0	0	0	4,683	26

NUMBER TESTED IN GRADES 4-6													
2009	0	37	13	43	0	4	6	0	22	28	50	30,070	
2010	0	26	14	33	0	9	1	0	20	20	40	27,437	
2011	0	16	10	21	0	9	10	0	13	13	26	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	88.0	89.4	83.6	89.0
	2010	86.3	83.6	89.3	79.4
	2011	92.0	92.5	91.4	86.0
5	2009	89.2	88.3	92.9	83.8
	2010	90.7	83.9	92.7	84.9
	2011	91.8	86.7	93.0	87.0
4-6	2009	88.7	88.8	89.2	85.9
	2010	88.9	83.8	91.3	82.7
	2011	91.9	88.9	92.4	86.6

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		23.1	28.6	13.3		*	*		40.0	10.0	25.0	18.4	20
	2010		37.5	12.5	25.0		12.5			22.2	28.6	25.0	19.4	16
	2011		55.6	*	50.0		*	*		*	16.7	50.0	27.7	10
5	2009		45.8	33.3	46.4		*	*		41.7	44.4	43.3	18.5	30
	2010		27.8	33.3	35.3		*	*		36.4	23.1	29.2	23.6	24
	2011		57.1	33.3	40.0		37.5	44.4		33.3	57.1	43.8	28.1	16
4-6	2009		37.8	30.8	34.9		*	0.0		40.9	32.1	36.0	22.2	50
	2010		30.8	21.4	30.3		11.1	*		30.0	25.0	27.5	21.9	40
	2011		56.3	30.0	42.9		33.3	40.0		53.8	38.5	46.2	27.2	26

NUMBER TESTED IN GRADES 4-6													
2009	0	37	13	43	0	4	6	0	22	28	50	30,070	
2010	0	26	14	33	0	9	1	0	20	20	40	27,437	
2011	0	16	10	21	0	9	10	0	13	13	26	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	85.7	93.3		*	*		100.0	90.0	95.0	79.4	20
	2010		100.0	100.0	100.0		100.0			100.0	100.0	100.0	81.8	16
	2011		100.0	*	100.0		*	*		*	100.0	100.0	82.6	10
5	2009		95.8	100.0	96.4		*	*		91.7	100.0	96.7	87.0	30
	2010		100.0	100.0	100.0		*	*		100.0	100.0	100.0	87.7	24
	2011		100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	88.7	16
4-6	2009		97.3	92.3	95.3		*	66.7		95.5	96.4	96.0	80.1	50
	2010		100.0	100.0	100.0		100.0	*		100.0	100.0	100.0	81.0	40
	2011		100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	82.3	26

NUMBER TESTED IN GRADES 4-6													
2009	0	37	13	43	0	4	6	0	22	28	50	30,878	
2010	0	26	14	33	0	9	1	0	20	20	40	32,048	
2011	0	16	10	21	0	9	10	0	13	13	26	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	1	1		*	*		0	1	1	2,196	20
	2010		0	0	0		0			0	0	0	2,101	16
	2011		0	*	0		*	*		*	0	0	2,100	10
5	2009		1	0	1		*	*		1	0	1	1,386	30
	2010		0	0	0		*	*		0	0	0	1,314	24
	2011		0	0	0		0	0		0	0	0	1,274	16
4-6	2009		1	1	2		*	2		1	1	2	6,134	50
	2010		0	0	0		0	*		0	0	0	6,088	40
	2011		0	0	0		0	0		0	0	0	5,818	26

NUMBER TESTED IN GRADES 4-6													
2009	0	37	13	43	0	4	6	0	22	28	50	30,878	
2010	0	26	14	33	0	9	1	0	20	20	40	32,048	
2011	0	16	10	21	0	9	10	0	13	13	26	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	96.8	94.3	85.0	77.5	83.8	86.3
	2010	88.1	94.6	68.8	85.4	93.8	77.3
	2011	93.6	94.3	86.7	90.0	92.5	88.8
5	2009	88.8	88.6	91.4	86.2	87.5	89.6
	2010	84.1	88.1	84.5	92.3	89.6	87.5
	2011	89.2	91.1	91.1	89.3	82.8	86.7
4-6	2009	92.0	90.9	88.9	82.7	86.0	88.3
	2010	85.7	90.7	78.2	89.5	91.3	83.4
	2011	90.9	92.3	89.4	89.6	86.5	87.5

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		61.5	28.6	46.7		*	*		50.0	50.0	50.0	31.6	20
	2010		25.0	0.0	12.5		0.0			22.2	0.0	12.5	29.1	16
	2011		66.7	*	66.7		*	*		*	50.0	70.0	31.3	10
5	2009		58.3	33.3	53.6		*	*		41.7	61.1	53.3	38.4	30
	2010		44.4	50.0	41.2		*	*		72.7	23.1	45.8	34.5	24
	2011		28.6	66.7	46.7		75.0	66.7		66.7	28.6	50.0	32.5	16
4-6	2009		59.5	30.8	51.2		*	0.0		45.5	57.1	52.0	33.2	50
	2010		38.5	21.4	27.3		0.0	*		50.0	15.0	32.5	28.8	40
	2011		50.0	70.0	52.4		77.8	70.0		76.9	38.5	57.7	29.8	26

NUMBER TESTED IN GRADES 4-6													
2009	0	37	13	43	0	4	6	0	22	28	50	30,878	
2010	0	26	14	33	0	9	1	0	20	20	40	32,048	
2011	0	16	10	21	0	9	10	0	13	13	26	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	100.0	100.0	87.4	20
	2010		100.0	87.5	93.8		87.5			88.9	100.0	93.8	89.8	16
	2011		100.0	*	100.0		*	*		*	100.0	100.0	86.9	10

NUMBER TESTED IN GRADE 4													
2009	0	13	7	15	0	3	3	0	10	10	20	10,032	
2010	0	8	8	16	0	8	0	0	9	7	16	7,294	
2011	0	9	1	6	0	1	1	0	4	6	10	6,935	

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	0	0	1,264	20
	2010		0	1	1		1			1	0	1	744	16
	2011		0	*	0		*	*		*	0	0	908	10

NUMBER TESTED IN GRADE 4													
2009	0	13	7	15	0	3	3	0	10	10	20	10,032	
2010	0	8	8	16	0	8	0	0	9	7	16	7,294	
2011	0	9	1	6	0	1	1	0	4	6	10	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	2.6	92.5	88.1	97.5	95.0
	2010	2.3	87.5	85.9	92.2	83.6
	2011	2.7	95.0	97.5	96.3	95.0

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		61.5	42.9	46.7		*	*		70.0	40.0	55.0	21.0	20
	2010		50.0	12.5	31.3		12.5			44.4	14.3	31.3	23.8	16
	2011		66.7	*	50.0		*	*		*	83.3	70.0	22.4	10

NUMBER TESTED IN GRADE 4													
2009	0	13	7	15	0	3	3	0	10	10	20	10,032	
2010	0	8	8	16	0	8	0	0	9	7	16	7,294	
2011	0	9	1	6	0	1	1	0	4	6	10	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		83.3	83.3	82.1		*	*		75.0	88.9	83.3	75.9	30
	2010		94.4	83.3	88.2		*	*		100.0	84.6	91.7	81.4	24
	2011		100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	80.9	16

NUMBER TESTED IN GRADE 5													
2009	0	24	6	28	0	1	3	0	12	18	30	10,550	
2010	0	18	6	17	0	1	1	0	11	13	24	10,576	
2011	0	7	9	15	0	8	9	0	9	7	16	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		4	1	5		*	*		3	2	5	2,542	30
	2010		1	1	2		*	*		0	2	2	1,965	24
	2011		0	0	0		0	0		0	0	0	1,942	16

NUMBER TESTED IN GRADE 5													
2009	0	24	6	28	0	1	3	0	12	18	30	10,550	
2010	0	18	6	17	0	1	1	0	11	13	24	10,576	
2011	0	7	9	15	0	8	9	0	9	7	16	10,176	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	90.5	93.3	85.6	65.2
	2010	87.5	84.7	93.1	72.7
	2011	93.3	85.4	90.3	78.5

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)
5	2009		20.8	50.0	28.6		*	*		41.7	16.7	26.7	29.1	30
	2010		27.8	16.7	11.8		*	*		36.4	15.4	25.0	32.8	24
	2011		42.9	44.4	40.0		37.5	33.3		55.6	28.6	43.8	34.0	16

NUMBER TESTED IN GRADES 5													
2009	0	24	6	28	0	1	3	0	12	18	30	10,550	
2010	0	18	6	17	0	1	1	0	11	13	24	10,576	
2011	0	7	9	15	0	8	9	0	9	7	16	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	22.2	66.7	40.0	36.2	15

		MATHEMATICS TOTAL				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
5	2009					0
	2010					0
	2011	77.8	100.0	86.7	44.8	15

Number Tested	2009	0	0	0	0	
	2010	0	0	0	0	
	2011	9	6	15	9,181	

Number Tested	2009	0	0	0	0	
	2010	0	0	0	0	
	2011	9	6	15	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		66.7	22.2	35.7		12.5	22.2		44.4	33.3	40.0	36.2	15

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	0	6	9	14	0	8	9	0	9	6	15	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		1	0	0		0	0		0	1	1	701	15

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	0	6	9	14	0	8	9	0	9	6	15	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	88.9	85.7		87.5	77.8		100.0	66.7	86.7	44.8	15

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	0	6	9	14	0	8	9	0	9	6	15	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	3	3		3	3		3	1	4	1,395	15

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	0	6	9	14	0	8	9	0	9	6	15	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		100.0	77.8	85.7		75.0	77.8		100.0	66.7	86.7	48.6	15

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	0	6	9	14	0	8	9	0	9	6	15	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		1	4	5		4	4		4	1	5	1,416	15

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	0	6	9	14	0	8	9	0	9	6	15	11,471	

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
5 (8)	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	5	62.5	0	0.0	0	0.0
	Advanced High	8	100.0	8	100.0	3	37.5	8	100.0	8	100.0
ALL (9)	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	6	66.7	0	0.0	0	0.0
	Advanced High	9	100.0	9	100.0	3	33.3	9	100.0	9	100.0

**PROGRESSION FROM
2010 TO 2011**

Number Rated Both Years N (%) Progressed	2011 Level	2010 Level			
		Beg	Int	Adv	Adv High
8 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	8	
9 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	9	

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