

# Campus Data Packet

## for 2010-11 planning

Information in this packet is based on data from the 2009-10 school year.



## **SIDNEY LANIER VANGUARD**

**School Number 827**

2.... Contents..... Table of Contents

**STUDENTS AND STAFF**

4.... Attendance..... Student Attendance Statistics

**TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS**

5.... TAKS Read (1)..... TAKS Reading: Percentage Meeting Standard

7.... TAKS Read (3)..... TAKS Reading: Performance by Objective

9.... TAKS Math (1)..... TAKS Mathematics: % Meeting Standard

11.... TAKS Math (3)..... TAKS Mathematics: % by Objective

13.... TAKS Write (1)..... TAKS Writing: Percentage Meeting Standard

15.... TAKS Write (3)..... TAKS Writing: Performance by Objective

17.... TAKS Science (1)..... TAKS Science: Percentage Meeting Standard

19.... TAKS Science (3)..... TAKS Science: Performance by Objective

**MEASURES OF ENGLISH PROFICIENCY**

21.... TELPAS..... TX English Language Proficiency Assessment System

3.... Notes..... Notes and Data Descriptions for Individual Reports

6.... TAKS Read (2)..... TAKS Reading: Number Not Meeting Standard

8.... TAKS Read (4)..... TAKS Reading: Percentage Commended

10.... TAKS Math (2)..... TAKS Mathematics: # Not Meeting Standard

12.... TAKS Math (4)..... TAKS Mathematics: % Commended

14.... TAKS Write (2)..... TAKS Writing: Number Not Meeting Standard

16.... TAKS Write (4)..... TAKS Writing: Percentage Commended

18.... TAKS Science (2)..... TAKS Science: Number Not Meeting Standard

20.... TAKS Science (4)..... TAKS Science: Percentage Commended

## **NORTHWEST LEARNING COMMUNITY STATISTICS**

- Statistics computed for the NORTHWEST Learning Community are based on the 2010 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.

## **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**

- 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 2011, 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 2009 to 2010, the TEA did not report the 2009 composite rating.
- If a student is rated as advanced high in 2010, the TEA does not differentiate between the advanced and advanced high levels from 2009.

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	2008		12,329.8			11,960.3	97.0			19.7		10,924		88.6
	2009		12,156.4			11,789.9	97.0			18.1		10,731		88.3
	2010	70.1	12,299.7	67.6	96.6	11,900.0	96.8	0	0.0	17.2	0	10,987	0.0	89.3
5	2008		11,874.2			11,539.6	97.2			18.8		10,608		89.3
	2009		11,903.5			11,552.9	97.1			17.5		10,563		88.7
	2010	91.9	11,687.8	89.1	96.9	11,310.1	96.8	0	0.0	17.0	0	10,453	0.0	89.4
4-6	2008		34,654.4			33,560.0	96.8			20.1		30,587		88.3
	2009		34,648.1			33,508.0	96.7			18.5		30,425		87.8
	2010	162.0	34,589.9	156.7	96.8	33,320.9	96.3	0	0.0	17.6	0	30,523	0.0	88.2

**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	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	75.5	61
	2010	*	100.0	100.0	100.0		100.0	*		100.0	100.0	100.0	77.9	65
5	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	82.2	86
	2010	*	95.0	98.6	98.7	*	*	66.7		96.7	98.4	97.8	86.1	92
4-6	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	80.9	147
	2010	*	96.7	99.2	99.2	*	96.4	71.4		98.1	99.0	98.7	81.1	157

NUMBER TESTED IN GRADES 4-6													
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	30,377	
2010	5	30	119	125	2	28	7	0	53	104	157	27,437	

Cells containing passing percentages below the 2010-11 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	District	Number Tested (All Students)
4	2008	*	1	2	3	*	*	2		0	3	3	2,996	63
	2009		0	0	0	*	0	0		0	0	0	2,489	61
	2010	*	0	0	0		0	*		0	0	0	1,640	65
5	2008	0	0	1	1	*	*	1		0	1	1	1,827	90
	2009	*	0	0	0	*	*	0		0	0	0	1,874	86
	2010	*	1	1	1	*	*	2		1	1	2	1,427	92
4-6	2008	0	1	3	4	*	*	3		0	4	4	5,963	153
	2009	*	0	0	0	*	0	0		0	0	0	5,803	147
	2010	*	1	1	1	*	1	2		1	1	2	5,190	157

NUMBER TESTED IN GRADES 4-6													
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	30,377	
2010	5	30	119	125	2	28	7	0	53	104	157	27,437	

## 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	2008	90.7	89.1	86.8	86.5
	2009	93.3	91.0	88.5	90.8
	2010	90.8	92.5	94.5	88.9
5	2008	90.9	93.1	88.5	87.9
	2009	89.3	89.5	92.0	83.9
	2010	90.8	92.5	91.0	87.8
4-6	2008	90.8	91.4	87.8	87.4
	2009	91.0	90.1	90.6	86.8
	2010	90.8	92.5	92.5	88.3

**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	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	18.3	61
	2010	*	60.0	38.8	38.0		20.8	*		47.8	45.2	46.2	19.4	65
5	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	18.3	86
	2010	*	45.0	47.1	45.3	*	*	0.0		40.0	51.6	47.8	23.6	92
4-6	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	21.9	147
	2010	*	50.0	43.7	42.4	*	21.4	14.3		43.4	49.0	47.1	21.9	157

NUMBER TESTED IN GRADES 4-6													
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	30,377	
2010	5	30	119	125	2	28	7	0	53	104	157	27,437	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2011.



**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	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	78.9	61
	2010	*	100.0	96.3	96.4		93.1	*		96.3	97.7	97.1	81.8	70
5	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	86.2	86
	2010	*	95.0	100.0	98.7	*	*	83.3		100.0	98.4	98.9	87.7	92
4-6	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	79.2	147
	2010	*	96.7	98.4	97.7	*	93.9	88.9		98.2	98.1	98.1	81.0	162

NUMBER TESTED IN GRADES 4-6													
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	31,334	
2010	5	30	124	130	2	33	9	0	57	105	162	32,048	

Cells containing passing percentages below the 2010-11 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	District	Number Tested (All Students)
4	2008	*	3	0	2	*	*	0		0	3	3	2,436	63
	2009		1	0	1	*	0	1		0	1	1	2,263	61
	2010	*	0	2	2		2	*		1	1	2	2,101	70
5	2008	0	0	0	0	*	*	0		0	0	0	1,730	90
	2009	*	1	0	1	*	*	0		0	1	1	1,495	86
	2010	*	1	0	1	*	*	1		0	1	1	1,314	92
4-6	2008	0	3	0	2	*	*	0		0	3	3	6,626	153
	2009	*	2	0	2	*	0	1		0	2	2	6,507	147
	2010	*	1	2	3	*	2	1		1	2	3	6,088	162

NUMBER TESTED IN GRADES 4-6													
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	31,334	
2010	5	30	124	130	2	33	9	0	57	105	162	32,048	

**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	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
	2010	91.4	88.8	88.3	83.1	88.2	84.1
5	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
	2010	87.8	90.7	92.5	84.3	88.6	86.3
4-6	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
	2010	89.4	89.9	90.7	83.8	88.4	85.3

**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	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	31.4	61
	2010	*	30.0	44.4	38.2		27.6	*		48.1	39.5	42.9	29.1	70
5	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	37.9	86
	2010	*	25.0	60.0	53.3	*	*	33.3		56.7	48.4	51.1	34.5	92
4-6	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	32.7	147
	2010	*	26.7	53.2	46.9	*	33.3	33.3		52.6	44.8	47.5	28.8	162


NUMBER TESTED IN GRADES 4-6													
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	31,334	
2010	5	30	124	130	2	33	9	0	57	105	162	32,048	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2011.

**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	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
	2010	*	100.0	98.0	98.0		95.8	*		95.7	100.0	98.5	89.8	65

NUMBER TESTED IN GRADE 4													
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	
2010	4	10	49	50	0	24	1	0	23	42	65	7,294	

 Shaded cells indicate percentages below 70 percent, the 2011 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	District	Number Tested (All Students)
4	2008	*	1	1	2	*	*	1		0	2	2	1,348	62
	2009		2	1	2	*	0	1		2	1	3	1,264	60
	2010	*	0	1	1		1	*		1	0	1	744	65

NUMBER TESTED IN GRADE 4													
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	
2010	4	10	49	50	0	24	1	0	23	42	65	7,294	

**AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE**

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions <sup>1</sup>	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2008	2.5	88.7	84.9	93.1	92.7
	2009	2.7	95.0	87.9	94.0	93.5
	2010	2.6	83.8	87.3	94.6	91.2

<sup>1</sup>Average 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	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
	2010	*	80.0	38.8	42.0		29.2	*		34.8	52.4	46.2	23.8	65

NUMBER TESTED IN GRADE 4													
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	
2010	4	10	49	50	0	24	1	0	23	42	65	7,294	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2011.



**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	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	75.1	86
	2010	*	95.0	100.0	98.7	*	*	83.3		100.0	98.4	98.9	81.4	92

NUMBER TESTED IN GRADE 5													
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	10,675	
2010	1	20	70	75	2	4	6	0	30	62	92	10,576	

Shaded cells indicate percentages below 55 percent, the 2011 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	District	Number Tested (All Students)
5	2008	0	0	2	2	*	*	1		0	2	2	3,005	90
	2009	*	1	2	3	*	*	0		0	3	3	2,656	86
	2010	*	1	0	1	*	*	1		0	1	1	1,965	92

NUMBER TESTED IN GRADE 5													
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	10,675	
2010	1	20	70	75	2	4	6	0	30	62	92	10,576	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2008	93.4	96.2	92.8	84.0
	2009	94.2	95.7	92.2	77.8
	2010	93.6	96.6	91.2	86.7

**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	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	28.7	86
	2010	*	30.0	71.4	62.7	*	*	33.3		73.3	58.1	63.0	32.8	92

NUMBER TESTED IN GRADES 5													
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	10,675	
2010	1	20	70	75	2	4	6	0	30	62	92	10,576	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2011.

**PERFORMANCE IN 2010**

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2010 Level	N	%	N	%	N	%	N	%	N	%
4 (29)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	7	24.1	0	0.0	0	0.0
	Advanced	16	55.2	19	65.5	16	55.2	4	13.8	4	13.8
	Advanced High	13	44.8	10	34.5	6	20.7	25	86.2	25	86.2
ALL (33)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	7	21.2	0	0.0	0	0.0
	Advanced	20	60.6	23	69.7	20	60.6	4	12.1	4	12.1
	Advanced High	13	39.4	10	30.3	6	18.2	29	87.9	29	87.9

**PROGRESSION FROM  
2009 TO 2010**

Number Rated Both Years N (%) Progressed	2010 Level	2009 Level			
		Beg	Int	Adv	Adv High
28 <b>25 (89.3%)</b>	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	3	
	Advanced High	0	1	24	
32 <b>29 (90.6%)</b>	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	3	
	Advanced High	0	1	28	

■ Indicates students who progressed at least one level from 2009 to 2010.