

DATA PACKET

for 2011-12 planning

School Number 217

WILLIAM B. TRAVIS VANGUARD



**Dallas
Independent
School
District**

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

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2. Contents Table of Contents

STUDENTS AND STAFF

- 5. Summary Summary of Student and Teacher Statistics
- 7. Enrollment (2) Enrollment Statistics by Select Student Group
- 9. Teachers Teacher Statistics

TAKS / TAKS (ACCOMMODATED)

- 10. TAKS Read TAKS/TAKS(Acc) Reading
- 18. TAKS Writing TAKS/TAKS(Acc) Writing

ITBS / LOGRAMOS

- 27. ITBS Read ITBS Reading

3. Notes Notes and Data Descriptions

- 6. Enrollment (1) Enrollment Statistics by Ethnicity
- 8. Attendance Student Attendance Statistics

- 14. TAKS Math TAKS/TAKS(Acc) Mathematics
- 22. TAKS Science TAKS/TAKS(Acc) Science

29. ITBS Math ITBS Mathematics

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.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

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.”

TEACHERS

- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- Teacher absences counted towards the average DO NOT include vacation days (coded as VAC in personnel database).
- Retention rate for a school year is computed with numerator “# teachers assigned to the school both that year and the year prior” and denominator “# of teachers assigned to the school for the prior year”. That is, the retention rate is the percentage of the prior year’s teachers who continued at the school.

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.

STUDENT ENROLLMENT

Grade	Enrollment
4	62
5	65
ALL	127

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	12	9.4	2	16.7
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	5	3.9	*	*
Hispanic	40	31.5	0	0.0
White	65	51.2	8	66.7
Multiple	5	3.9	1	8.3
Other* (teachers only)	—	—	1	8.3
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indian/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	3	2.4
Economically disadvantaged	28	22.0
Limited English proficient (LEP)	3	2.4
Special education	3	2.4
Talented and Gifted (TAG)	127	100.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
4	2009	66	11	16.7	0	0.0	1	1.5	24	36.4	30	45.5	—	—
	2010	65	14	21.5	0	0.0	0	0.0	22	33.8	29	44.6	—	—
	2011	62	4	6.5	0	0.0	4	6.5	17	27.4	34	54.8	3	4.8
5	2009	65	10	15.4	0	0.0	5	7.7	15	23.1	35	53.8	—	—
	2010	66	10	15.2	0	0.0	2	3.0	24	36.4	30	45.5	—	—
	2011	65	8	12.3	0	0.0	1	1.5	23	35.4	31	47.7	2	3.1
4-6	2009	131	21	16.0	0	0.0	6	4.6	39	29.8	65	49.6	—	—
	2010	131	24	18.3	0	0.0	2	1.5	46	35.1	59	45.0	—	—
	2011	127	12	9.4	0	0.0	5	3.9	40	31.5	65	51.2	5	3.9

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	
4	2009	66	26	39.4	8	12.1	0	0.0	9	13.6	66	100.0	11	16.7	0.0
	2010	65	19	29.2	5	7.7	2	3.1	5	7.7	65	100.0	4	6.2	0.0
	2011	62	11	17.7	0	0.0	1	1.6	0	0.0	62	100.0	5	8.1	0.0
5	2009	65	14	21.5	1	1.5	1	1.5	3	4.6	65	100.0	0	0.0	0.0
	2010	66	26	39.4	0	0.0	0	0.0	1	1.5	66	100.0	0	0.0	0.0
	2011	65	17	26.2	3	4.6	2	3.1	3	4.6	65	100.0	2	3.1	0.0
4-6	2009	131	40	30.5	9	6.9	1	0.8	12	9.2	131	100.0	11	8.4	0.0
	2010	131	45	34.4	5	3.8	2	1.5	6	4.6	131	100.0	4	3.1	0.0
	2011	127	28	22.0	3	2.4	3	2.4	3	2.4	127	100.0	7	5.5	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	66.0	12,156.4	64.5	97.8	11,789.9	97.0	0	0.0	17.9	65	10,731	98.5	88.3
	2010	64.7	12,299.7	62.5	96.7	11,900.0	96.8	3	4.6	17.3	63	10,987	97.4	89.3
	2011	62.1	12,506.4	61.2	98.5	12,149.9	97.1	0	0.0	15.7	61	11,544	98.2	92.3
5	2009	65.3	11,903.5	64.0	98.0	11,552.9	97.1	1	1.5	17.3	64	10,563	98.1	88.7
	2010	65.2	11,687.8	63.8	97.8	11,310.1	96.8	2	3.1	17.1	66	10,453	100.0	89.4
	2011	63.8	11,742.5	62.5	98.0	11,419.3	97.2	0	0.0	8.3	65	10,892	100.0	92.8
4-6	2009	131.3	34,648.1	128.5	97.9	33,508.0	96.7	1	0.8	18.3	129	30,425	98.3	87.8
	2010	129.9	34,589.9	126.3	97.2	33,320.9	96.3	5	3.8	17.6	129	30,523	99.3	88.2
	2011	125.9	34,375.1	123.6	98.2	33,311.3	96.9	0	0.0	13.6	126	31,510	100.0	91.7

Teachers: 12

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	2	16.7
Hispanic	0	0.0
White	8	66.7
Multiple categories	1	8.3
Other	1	8.3

Gender	Number	Percentage
Female	6	50.0
Male	6	50.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	5.3	NA
2009-10	6.7	NA
2010-11	6.0	83.3

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	0	0.0
2	1	8.3
3	0	0.0
4	0	0.0
5	0	0.0
1-3	1	8.3
More than 3	11	91.7
1 - 5	1	8.3
6 - 10	1	8.3
11 - 20	2	16.7
More than 20	8	66.7

NOTE: Absence statistics for 2008-09 and 2009-10 include all teachers at both middle and elementary schools.

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		100.0	100.0	100.0	75.8	66
	2010	96.6	100.0	95.5	89.5	*	*			96.8	97.1	96.9	77.9	65
	2011	100.0	*	100.0	100.0	*				100.0	100.0	100.0	78.6	62
5	2009	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	82.9	65
	2010	100.0	100.0	100.0	100.0			*		100.0	100.0	100.0	86.1	66
	2011	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	89.0	65
4-6	2009	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	81.6	131
	2010	98.3	100.0	97.8	95.6	*	*	*		98.5	98.5	98.5	81.1	131
	2011	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	81.3	127

NUMBER TESTED IN GRADES 4-6													
2009	65	21	39	43	2	9	12	0	64	67	131	30,070	
2010	59	24	46	45	4	5	1	0	66	65	131	27,437	
2011	65	12	40	28	3	3	3	0	58	69	127	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	*	0	0		0	0	0	2,449	66
	2010	1	0	1	2	*	*			1	1	2	1,640	65
	2011	0	*	0	0	*				0	0	0	1,506	62
5	2009	0	0	0	0	*	*	*		0	0	0	1,793	65
	2010	0	0	0	0			*		0	0	0	1,427	66
	2011	0	0	0	0	*	*	*		0	0	0	919	65
4-6	2009	0	0	0	0	*	0	0		0	0	0	5,537	131
	2010	1	0	1	2	*	*	*		1	1	2	5,190	131
	2011	0	0	0	0	*	*	*		0	0	0	4,683	127

NUMBER TESTED IN GRADES 4-6													
2009	65	21	39	43	2	9	12	0	64	67	131	30,070	
2010	59	24	46	45	4	5	1	0	66	65	131	27,437	
2011	65	12	40	28	3	3	3	0	58	69	127	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	95.9	95.1	94.2	95.9
	2010	94.4	93.3	96.9	94.0
	2011	97.5	97.4	94.9	97.3
5	2009	97.5	97.1	99.4	97.3
	2010	97.1	98.1	96.0	96.0
	2011	97.9	95.8	96.5	94.4
4-6	2009	96.7	96.1	96.8	96.6
	2010	95.7	95.7	96.5	95.0
	2011	97.7	96.6	95.8	95.8

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	80.0	54.5	70.8	75.0	*	62.5	55.6		67.6	78.1	72.7	18.4	66
	2010	89.7	42.9	77.3	42.1	*	*			77.4	73.5	75.4	19.4	65
	2011	94.1	*	82.4	90.9	*				96.2	88.9	91.9	27.7	62
5	2009	91.4	90.0	100.0	100.0	*	*	*		90.0	97.1	93.8	18.5	65
	2010	83.3	100.0	83.3	84.6			*		77.1	96.8	86.4	23.6	66
	2011	100.0	75.0	78.3	70.6	*	*	*		93.8	84.8	89.2	28.1	65
4-6	2009	86.2	71.4	82.1	83.7	*	66.7	66.7		78.1	88.1	83.2	22.2	131
	2010	86.4	66.7	80.4	66.7	*	*	*		77.3	84.6	80.9	21.9	131
	2011	96.9	83.3	80.0	78.6	*	*	*		94.8	87.0	90.6	27.2	127

NUMBER TESTED IN GRADES 4-6													
2009	65	21	39	43	2	9	12	0	64	67	131	30,070	
2010	59	24	46	45	4	5	1	0	66	65	131	27,437	
2011	65	12	40	28	3	3	3	0	58	69	127	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	*	100.0	100.0		100.0	100.0	100.0	79.4	66
	2010	100.0	100.0	100.0	100.0	*	*			100.0	100.0	100.0	81.8	65
	2011	100.0	*	100.0	100.0	*				100.0	100.0	100.0	82.6	62
5	2009	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	87.0	65
	2010	100.0	100.0	100.0	100.0			*		100.0	100.0	100.0	87.7	66
	2011	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	88.7	65
4-6	2009	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	80.1	131
	2010	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	81.0	131
	2011	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	82.3	127

NUMBER TESTED IN GRADES 4-6													
2009	65	21	39	43	2	9	12	0	64	67	131	30,878	
2010	59	24	46	45	4	5	1	0	66	65	131	32,048	
2011	65	12	40	28	3	3	3	0	58	69	127	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	*	0	0		0	0	0	2,196	66
	2010	0	0	0	0	*	*			0	0	0	2,101	65
	2011	0	*	0	0	*				0	0	0	2,100	62
5	2009	0	0	0	0	*	*	*		0	0	0	1,386	65
	2010	0	0	0	0			*		0	0	0	1,314	66
	2011	0	0	0	0	*	*	*		0	0	0	1,274	65
4-6	2009	0	0	0	0	*	0	0		0	0	0	6,134	131
	2010	0	0	0	0	*	*	*		0	0	0	6,088	131
	2011	0	0	0	0	*	*	*		0	0	0	5,818	127

NUMBER TESTED IN GRADES 4-6													
2009	65	21	39	43	2	9	12	0	64	67	131	30,878	
2010	59	24	46	45	4	5	1	0	66	65	131	32,048	
2011	65	12	40	28	3	3	3	0	58	69	127	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	97.2	96.3	93.7	93.7	95.5	95.5
	2010	96.9	96.5	92.1	90.5	92.7	92.3
	2011	98.4	97.9	93.8	93.0	98.0	98.0
5	2009	98.6	96.0	97.4	97.4	97.7	98.1
	2010	97.8	98.3	98.5	96.8	97.0	98.3
	2011	98.2	98.5	99.1	95.8	98.1	96.7
4-6	2009	97.9	96.2	95.5	95.5	96.6	96.8
	2010	97.4	97.4	95.3	93.7	94.8	95.3
	2011	98.3	98.2	96.5	94.5	98.0	97.3

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	2009	86.7	90.9	66.7	71.4	*	62.5	66.7		85.3	75.0	80.3	31.6	66
	2010	82.8	64.3	63.6	31.6	*	*			71.0	73.5	72.3	29.1	65
	2011	88.2	*	88.2	72.7	*				76.9	94.4	87.1	31.3	62
5	2009	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	38.4	65
	2010	96.7	100.0	95.8	96.2			*		100.0	93.5	97.0	34.5	66
	2011	100.0	62.5	100.0	82.4	*	*	*		96.9	93.9	95.4	32.5	65
4-6	2009	93.8	95.2	79.5	81.4	*	66.7	75.0		92.2	88.1	90.1	33.2	131
	2010	89.8	79.2	80.4	68.9	*	*	*		86.4	83.1	84.7	28.8	131
	2011	93.8	58.3	95.0	78.6	*	*	*		87.9	94.2	91.3	29.8	127

NUMBER TESTED IN GRADES 4-6													
2009	65	21	39	43	2	9	12	0	64	67	131	30,878	
2010	59	24	46	45	4	5	1	0	66	65	131	32,048	
2011	65	12	40	28	3	3	3	0	58	69	127	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		100.0	100.0	100.0	87.4	64
	2010	100.0	100.0	100.0	100.0	*	*			100.0	100.0	100.0	89.8	64
	2011	100.0	*	100.0	100.0	*				100.0	100.0	100.0	86.9	62

NUMBER TESTED IN GRADE 4													
2009	28	11	24	28	1	8	9	0	33	31	64	10,032	
2010	29	14	21	19	4	5	0	0	30	34	64	7,294	
2011	34	4	17	11	1	0	0	0	26	36	62	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		0	0	0	1,264	64
	2010	0	0	0	0	*	*			0	0	0	744	64
	2011	0	*	0	0	*				0	0	0	908	62

NUMBER TESTED IN GRADE 4													
2009	28	11	24	28	1	8	9	0	33	31	64	10,032	
2010	29	14	21	19	4	5	0	0	30	34	64	7,294	
2011	34	4	17	11	1	0	0	0	26	36	62	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	3.3	98.0	94.1	98.0	98.6
	2010	3.2	90.6	92.8	97.1	94.9
	2011	3.5	96.0	97.0	98.6	95.4

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	82.1	90.9	83.3	78.6	*	62.5	66.7		81.8	87.1	84.4	21.0	64
	2010	86.2	57.1	71.4	47.4	*	*			70.0	79.4	75.0	23.8	64
	2011	97.1	*	94.1	100.0	*				96.2	97.2	96.8	22.4	62

NUMBER TESTED IN GRADE 4													
2009	28	11	24	28	1	8	9	0	33	31	64	10,032	
2010	29	14	21	19	4	5	0	0	30	34	64	7,294	
2011	34	4	17	11	1	0	0	0	26	36	62	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	100.0	75.9	64
	2010	100.0	100.0	100.0	100.0			*		100.0	100.0	100.0	81.4	66
	2011	100.0	100.0	95.7	94.1	*	*	*		100.0	97.0	98.5	80.9	65

NUMBER TESTED IN GRADE 5													
2009	35	9	15	15	1	1	3	0	30	34	64	10,550	
2010	30	10	24	26	0	0	1	0	35	31	66	10,576	
2011	31	8	23	17	2	3	3	0	32	33	65	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	0	2,542	64
	2010	0	0	0	0			*		0	0	0	1,965	66
	2011	0	0	1	1	*	*	*		0	1	1	1,942	65

NUMBER TESTED IN GRADE 5													
2009	35	9	15	15	1	1	3	0	30	34	64	10,550	
2010	30	10	24	26	0	0	1	0	35	31	66	10,576	
2011	31	8	23	17	2	3	3	0	32	33	65	10,176	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2009	97.6	98.3	96.7	87.5
	2010	98.0	98.1	94.8	94.1
	2011	97.4	94.0	95.0	92.0

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	91.4	77.8	73.3	73.3	*	*	*		93.3	76.5	84.4	29.1	64
	2010	93.3	90.0	83.3	80.8			*		91.4	87.1	89.4	32.8	66
	2011	87.1	50.0	73.9	58.8	*	*	*		87.5	69.7	78.5	34.0	65

NUMBER TESTED IN GRADES 5													
2009	35	9	15	15	1	1	3	0	30	34	64	10,550	
2010	30	10	24	26	0	0	1	0	35	31	66	10,576	
2011	31	8	23	17	2	3	3	0	32	33	65	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	*	96.8	97.0	36.2	66

		MATHEMATICS TOTAL				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
5	2009					0
	2010					0
	2011	*	100.0	100.0	44.8	66

Number Tested	2009	0	0	0	0	
	2010	0	0	0	0	
	2011	3	63	66	9,181	

Number Tested	2009	0	0	0	0	
	2010	0	0	0	0	
	2011	3	63	66	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	88.9	95.7	88.2	*	*	*		100.0	93.9	97.0	36.2	66

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	31	9	23	17	2	3	3	0	33	33	66	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	29	5	17	8	*	*	*		28	26	54	701	66

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	31	9	23	17	2	3	3	0	33	33	66	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	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	44.8	66

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	31	9	23	17	2	3	3	0	33	33	66	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	31	7	21	14	*	*	*		32	30	62	1,395	66

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	31	9	23	17	2	3	3	0	33	33	66	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	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	48.6	66

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	31	9	23	17	2	3	3	0	33	33	66	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	21	5	18	11	*	*	*		25	21	46	1,416	66

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	31	9	23	17	2	3	3	0	33	33	66	11,471	