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Dallas Independent School District

Data Packet

for 2012-13 Planning

Evaluation and Accountability
Data Analysis, Reporting, and Research Services

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School Number 217

WILLIAM B. TRAVIS VANGUARD

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2011-12 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 forward, 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 2011-12. They are counted as new if not enrolled in a district campus before the last day of the 2010-11 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 2010-11 and 2011-12.

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 “# of 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.

STAAR, STAAR L, and STAAR M

- 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.
- STAAR statistics are based on results from the standard STAAR only. STAAR L and STAAR M statistics are computed separately, following the TEA's reporting practice.
- Exclusive for 2012: Until standards are released in Spring 2013, the "Percentage Satisfactory" report is replaced by "Percentage Meeting Equivalent TAKS Standard" for reading and mathematics. (Equivalent standards not produced by TEA for other STAAR subjects.) The "Number not Satisfactory" report is replaced by "Average Number of Items Correct."
- Statistics by reporting category are averages for all students (across student groups and genders).
- 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 average the resulting percentages across all students. For short answers on EOC reading tests, an "average rating" is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, "average score points" is presented. STAAR compositions are rated twice on a scale of 0 to 4. The two ratings are summed for a range of possible score points from 0 to 8.
- STAAR M reports not currently available. At time of publication, insufficient information was available from the TEA to produce meaningful statistics for reporting.

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	64
5	66
ALL	130

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	14	10.8	2	18.2
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	8	6.2	*	*
Hispanic	36	27.7	0	0.0
White	67	51.5	8	72.7
Multiple	5	3.8	1	9.1
Other* (teachers only)	—	—	0	0.0
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	5	3.8
Economically disadvantaged	34	26.2
Limited English proficient (LEP)	4	3.1
Special education	1	0.8
Talented and Gifted (TAG)	130	100.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
4	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
	2012	64	9	14.1	0	0.0	5	7.8	17	26.6	31	48.4	2	3.1
5	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
	2012	66	5	7.6	0	0.0	3	4.5	19	28.8	36	54.5	3	4.5
4-6	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
	2012	130	14	10.8	0	0.0	8	6.2	36	27.7	67	51.5	5	3.8

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
4	2010	65	19	29.2	5	7.7	2	3.1	5	7.7	65	100.0	4	6.2	47.7	52.3	0.0
	2011	62	11	17.7	0	0.0	1	1.6	0	0.0	62	100.0	5	8.1	41.9	58.1	0.0
	2012	64	21	32.8	4	6.3	1	1.6	4	6.3	64	100.0	14	21.9	56.3	43.8	0.0
5	2010	66	26	39.4	0	0.0	0	0.0	1	1.5	66	100.0	0	0.0	53.0	47.0	0.0
	2011	65	17	26.2	3	4.6	2	3.1	3	4.6	65	100.0	2	3.1	49.2	50.8	0.0
	2012	66	13	19.7	0	0.0	0	0.0	1	1.5	66	100.0	1	1.5	42.4	57.6	0.0
4-6	2010	131	45	34.4	5	3.8	2	1.5	6	4.6	131	100.0	4	3.1	50.4	49.6	0.0
	2011	127	28	22.0	3	2.4	3	2.4	3	2.4	127	100.0	7	5.5	45.7	54.3	0.0
	2012	130	34	26.2	4	3.1	1	0.8	5	3.8	130	100.0	15	11.5	49.2	50.8	0.0

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
4	2010	65	12,300	63	96.7	11,900	96.8	3	4.6	17.2	63	10,987	97.4	89.3
	2011	62	12,506	61	98.5	12,150	97.1	0	0.0	15.7	61	11,544	98.2	92.3
	2012	65	12,493	64	98.6	12,139	97.2	1	1.5	16.7	64	11,218	99.2	89.8
5	2010	65	11,688	64	97.8	11,310	96.8	2	3.1	17.0	66	10,453	100.0	89.4
	2011	64	11,742	62	98.0	11,419	97.2	0	0.0	8.2	65	10,892	100.0	92.8
	2012	66	12,562	65	98.6	12,220	97.3	0	0.0	5.4	65	11,364	99.1	90.5
4-6	2010	130	34,590	126	97.2	33,321	96.3	5	3.8	17.5	129	30,523	99.3	88.2
	2011	126	34,375	124	98.2	33,311	96.9	0	0.0	13.6	126	31,510	100.0	91.7
	2012	130	35,738	128	98.6	34,675	97.0	1	0.8	13.1	129	32,002	99.1	89.5

Teachers: 11

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	2	18.2
Hispanic	0	0.0
White	8	72.7
Multiple	1	9.1
Other	0	0.0

Gender	Number	Percentage
Female	5	45.5
Male	6	54.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2009-10	6.5	—
2010-11	5.6	83.3
2011-12	4.5	75.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	0	0.0
2	0	0.0
3	0	0.0
4	0	0.0
5	0	0.0
1-3	0	0.0
More than 3	11	100.0
1 - 5	0	0.0
6 - 10	3	27.3
11 - 20	2	18.2
More than 20	6	54.5

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

PERCENTAGE MEETING TAKS PASSING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2010													
	2011													
	2012	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	76.8	64
5	2010													
	2011													
	2012	100.0	*	100.0	100.0					100.0	100.0	100.0	80.3	66
3-5	2010													
	2011													
	2012	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	80.3	130

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	66	14	37	31	1	4	4	0	64	66	130		22,169	

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2010													
	2011													
	2012	40	37	38	38	*	*	*		39	39	39	26	64
5	2010													
	2011													
	2012	42	*	42	43					41	42	42	29	66
3-5	2010													
	2011													
	2012	41	39	40	40	*	*	*		40	41	40	26	130

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	66	14	37	31	1	4	4	0	64	66	130	22,169		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY		
		1. Understanding Across Genres (GR 3-5) 1. Understanding/Analysis Across Genres (GR 6-8)	2. Understanding/Analysis of Literary Texts	3. Understanding/Analysis of Informational Texts
4	2010			
	2011			
	2012	90.6	88.4	87.6
5	2010			
	2011			
	2012	88.9	88.6	92.9
3-5	2010			
	2011			
	2012	89.8	88.5	90.3

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2010													
	2011													
	2012	38	34	35	34	*	*	*		36	37	36	24	64

NUMBER TESTED IN GRADE 4														
2010														0
2011														0
2012	31	9	17	19	1	4	4	0	36	28	64	7,036		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Composition ¹ GR 4: Personal Narrative GR 7: Expository	1. Composition ¹ GR 4: Expository GR 7: Personal Narrative	2. Revision	3. Editing
4	2010				
	2011				
	2012	6.4	5.5	87.3	87.1

¹Average score points (range 0-8). A STAAR composition is rated twice on a scale of 1 to 4, and the ratings are summed to determine score points for the composition. Score point scale: 0=Non-scorable; 2=Very Limited; 3=between Very Limited and Basic; 4=Basic; 5=between Basic and Satisfactory; 6=Satisfactory; 7=between Satisfactory and Accomplished; 8=Accomplished

PERCENTAGE MEETING TAKS PASSING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2010													
	2011													
	2012	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	79.5	64
5	2010													
	2011													
	2012	100.0	*	100.0	100.0					100.0	100.0	100.0	76.2	66
3-5	2010													
	2011													
	2012	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	77.6	130

NUMBER TESTED IN GRADES 3-5														
2010														0
2011														0
2012	66	14	37	31	1	4	4	0	64	66	130			35,367

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2010													
	2011													
	2012	43	42	42	42	*	*	*		43	41	42	28	64
5	2010													
	2011													
	2012	45	*	44	45					45	45	45	30	66

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY				
		1. Numbers, Operations, and Quantitative Reasoning	2. Patterns, Relationships, and Algebraic Reasoning	3. Geometry and Spatial Reasoning	4. Measurement	5. Probability and Statistics
4	2010					
	2011					
	2012	89.8	88.8	89.6	79.7	87.5
5	2010					
	2011					
	2012	88.6	88.1	87.2	90.9	91.0
3-5	2010					
	2011					
	2012	89.2	88.5	88.4	85.4	89.3

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2010													
	2011													
	2012	41	*	40	40					40	40	40	30	66

NUMBER TESTED IN GRADE 5														
2010														0
2011														0
2012	35	5	20	12	0	0	0	0	0	28	38	66	10,697	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Matter and Energy	2. Force, Motion, and Energy	3. Earth and Space	4. Organisms and Environments
5	2010				
	2011				
	2012	94.7	92.4	87.6	91.8

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	2010					0
	2011	*	96.8	97.0	36.2	66
	2012	*	100.0	100.0	37.2	66

		MATHEMATICS TOTAL				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
5	2010					0
	2011	*	100.0	100.0	44.8	66
	2012	*	100.0	100.0	43.8	66

Number Tested	2010	0	0	0	0	
	2011	3	63	66	9,181	
	2012	1	65	66	9,773	

Number Tested	2010	0	0	0	0	
	2011	3	63	66	10,907	
	2012	1	65	66	11,044	

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	2010													0
	2011	100.0	88.9	95.7	88.2	*	*	*		100.0	93.9	97.0	36.2	66
	2012	100.0	*	100.0	100.0			*		100.0	100.0	100.0	37.2	66

Number Tested	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	
	2012	36	5	19	12	0	0	1	0	28	38	66	9,773	

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	2010													0
	2011	29	5	17	8	*	*	*		28	26	54	701	66
	2012	34	*	16	10			*		26	35	61	822	66

Number Tested	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	
	2012	36	5	19	12	0	0	1	0	28	38	66	9,773	

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	2010													0
	2011	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	44.8	66
	2012	100.0	*	100.0	100.0			*		100.0	100.0	100.0	43.8	66

Number Tested	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	
	2012	36	5	19	12	0	0	1	0	28	38	66	11,044	

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	2010													0
	2011	31	7	21	14	*	*	*		32	30	62	1,395	66
	2012	36	*	17	11			*		28	35	63	1,426	66

Number Tested	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	
	2012	36	5	19	12	0	0	1	0	28	38	66	11,044	

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	2010													0
	2011	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	48.6	66
	2012	100.0	*	100.0	100.0			*		96.4	100.0	98.5	45.9	66

Number Tested	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	
	2012	36	5	19	12	0	0	1	0	28	38	66	11,770	

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	2010													0
	2011	21	5	18	11	*	*	*		25	21	46	1,416	66
	2012	22	*	10	6			*		17	21	38	1,169	66

Number Tested	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	
	2012	36	5	19	12	0	0	1	0	28	38	66	11,770	