Notice regarding TELPAS: Counts were incorrectly reported in previous versions of 2017-18 data packets. Counts were doubled when reported, but percentages were not affected.

Data Packet

for 2017-18 Planning

Dallas Independent School District

Evaluation & Assessment
Office of Institutional Research
http://mydata.dallasisd.org
OIR@dallasisd.org

School Number 217

August 14, 2017

WILLIAM B. TRAVIS VANGUARD FOR TALENTED AND GIFTED

2016-17 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 latest federal standards for ethnicity and race reporting, though some categories have been combined due to small group sizes. Students reporting their ethnicity as "Hispanic" are not counted in any race category.
- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- "New" students were new to the district in 2016-17. They are counted as new if not enrolled in a district campus before the last day of the 2015-16 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 2015-16 and 2016-17.

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 SCHEDULED or 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 and in attendance for a minimum number of instructional days in at least one course at the school between the beginning of the school year and the first day of the main STAAR testing period. The minimum number varies depending on the school year's calendar.
- The "stability rate" is the number of continuously enrolled students divided by "average daily membership."

TEACHERS

- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Teacher absences counted towards the average do not include vacation days.
- Retention rate is the percentage of the prior year's teachers who continued at the school. The rate for a school year is computed with numerator "# of teachers assigned to the school both that year and the prior year" and denominator "# of teachers assigned to the school for the prior year." Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- STAAR statistics for years prior to 2016-17 include results from all STAAR tests (STAAR, STAAR A, and STAAR L) for comparability to statistics beginning 2016-17, when STAAR A and STAAR L were discontinued.
- Performance standard labels have changed. "Approached Grade Level" is comparable to Level 2: Satisfactory (2015-16 standard). "Met Grade Level" is equivalent to Level 2: Satisfactory (final standard). "Mastered Grade Level" is equivalent to Level 3: Advanced. Statistics for a performance level (such as "Percentage Approached Grade Level") include all scores at or above that level.
- Statistics by reporting category are averages for all students (across student groups and genders).
- "Average percentage correct" is computed as follows: For each student, divide number of items correctly answered by total number of items in test section, then average resulting percentages across all students. For short answers on EOC English 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. Additional details provided in report footnotes.
- Grade in report is grade level of assessment, not student's grade level. For example, grade 7 students in Pre-AP math or science courses are assessed with the Grade 8 Math or Grade 8 Science assessment. These students' scores are reflected in the row for "Grade 8".
- Statistics for SSI grades 5 and 8 are based on scores cumulative through students' second administrations.

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 2016 to 2017, the TEA did not report the 2016 composite rating.
- If a student is rated as advanced high in 2017, the TEA does not differentiate between the advanced and advanced high levels from 2016.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- ACPs are semester exams administered in grades K-12. Not all courses have ACPs. In secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). "Average course mark (no ACP)" is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in packets for elementary grades.
- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.
- A scale score of at least 70% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% is required to pass a course.
- Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.

STUDENT ENROLLMENT

Grade	Enrollment
4	113
5	79
ALL	192

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	**Percent**	**Number**	**Percent**
Black/African American	9	4.7	1	8.3
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	27	14.1	*	*
Hispanic	38	19.8	1	8.3
White	113	58.9	8	66.7
Multiple	5	2.6	2	16.7
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	7	3.6
Economically disadvantaged	36	18.8
Limited English proficient (LEP)	7	3.6
Special education	7	3.6
Talented and Gifted (TAG)	192	100.0

WILLIAM B. TRAVIS VANGUARD FOR TALENTED AND GIFTED (217)   **5**

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
4	2015	65	3	4.6	1	1.5	7	10.8	7	10.8	46	70.8	1	1.5
	2016	66	3	4.5	0	0.0	11	16.7	6	9.1	44	66.7	2	3.0
	2017	113	4	3.5	0	0.0	14	12.4	23	20.4	68	60.2	4	3.5
5	2015	67	2	3.0	0	0.0	2	3.0	13	19.4	50	74.6	0	0.0
	2016	64	3	4.7	0	0.0	7	10.9	7	10.9	45	70.3	2	3.1
	2017	79	5	6.3	0	0.0	13	16.5	15	19.0	45	57.0	1	1.3
4-5	2015	132	5	3.8	1	0.8	9	6.8	20	15.2	96	72.7	1	0.8
	2016	130	6	4.6	0	0.0	18	13.8	13	10.0	89	68.5	4	3.1
	2017	192	9	4.7	0	0.0	27	14.1	38	19.8	113	58.9	5	2.6

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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	2015	65	10	15.4	4	6.2	0	0.0	6	9.2	65	100.0	10	15.4	58.5	41.5	0.0
	2016	66	7	10.6	2	3.0	0	0.0	2	3.0	66	100.0	9	13.6	47.0	53.0	0.0
	2017	113	21	18.6	3	2.7	7	6.2	3	2.7	113	100.0	17	15.0	48.7	51.3	0.0
5	2015	67	10	14.9	4	6.0	0	0.0	5	7.5	67	100.0	0	0.0	43.3	56.7	0.0
	2016	64	8	12.5	4	6.3	0	0.0	5	7.8	64	100.0	1	1.6	57.8	42.2	0.0
	2017	79	15	19.0	4	5.1	0	0.0	4	5.1	79	100.0	7	8.9	46.8	53.2	0.0
4-5	2015	132	20	15.2	8	6.1	0	0.0	11	8.3	132	100.0	10	7.6	50.8	49.2	0.0
	2016	130	15	11.5	6	4.6	0	0.0	7	5.4	130	100.0	10	7.7	52.3	47.7	0.0
	2017	192	36	18.8	7	3.6	7	3.6	7	3.6	192	100.0	24	12.5	47.9	52.1	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	2015	65	12,745	64	98.0	12,343	96.9	0	0.0	16.2	65	11,520	99.7	90.4
	2016	66	12,688	65	97.8	12,300	96.9	1	1.5	15.8	66	11,676	99.6	92.0
	2017	113	12,873	110	97.8	12,467	96.8	0	0.0	15.4	113	11,953	100.0	92.9
5	2015	67	12,122	65	97.7	11,747	96.9	0	0.0	6.6	67	11,052	100.0	91.2
	2016	65	12,178	63	97.4	11,815	97.0	0	0.0	5.7	64	11,217	99.1	92.1
	2017	80	12,220	78	97.7	11,838	96.9	0	0.0	6.1	79	11,367	98.5	93.0
4-5	2015	132	79,286	129	97.8	76,417	96.4	0	0.0	15.6	132	70,967	99.8	89.5
	2016	131	77,308	128	97.6	74,608	96.5	1	0.8	15.2	130	70,344	99.3	91.0
	2017	193	74,855	189	97.7	72,203	96.5	0	0.0	15.3	192	68,741	99.4	91.8

Teachers: 12

DISTRIBUTIONS

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

Gender	Number	Percentage
Female	5	41.7
Male	7	58.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2014-15	3.4	90.9
2015-16	9.1	72.7
2016-17	6.4	90.9

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	8.3
1	0	0.0
2	0	0.0
3	0	0.0
4	0	0.0
5	1	8.3
1-3	0	0.0
More than 3	11	91.7
1 - 5	1	8.3
6 - 10	2	16.7
11 - 20	3	25.0
More than 20	5	41.7

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	**2015**	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	55.9	65
	2016	100.0	*	100.0	100.0	*	*	*		100.0	100.0	100.0	62.6	66
	2017	100.0	*	100.0	100.0	100.0	*	*		100.0	100.0	100.0	56.4	111
5	**2015**	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	74.6	67
	2016	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	70.6	64
	2017	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	71.7	79
3-5	**2015**	100.0	*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	63.5	132
	2016	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	63.9	130
	2017	100.0	100.0	100.0	100.0	100.0	100.0	100.0		100.0	100.0	100.0	62.7	190

	NUMBER TESTED IN GRADES 3-5												
2015	96	5	20	21		8	10		66	66	132	22,443
2016	89	6	13	16	2	6	8		68	62	130	22,529
2017	112	9	37	42	7	7	7		91	99	190	23,084

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NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015	0	*	0	0		*	*		0	0	0	3,197	65
	2016	0	*	0	0	*	*	*		0	0	0	2,728	66
	2017	0	*	0	0	0	*	*		0	0	0	3,323	111
5	2015	0	*	0	0		*	*		0	0	0	2,004	67
	2016	0	*	0	0		*	*		0	0	0	2,294	64
	2017	0	*	0	0		*	*		0	0	0	2,269	79
3-5	2015	0	*	0	0		0	0		0	0	0	8,182	132
	2016	0	0	0	0	*	0	0		0	0	0	8,136	130
	2017	0	0	0	0	0	0	0		0	0	0	8,606	190

	NUMBER TESTED IN GRADES 3-5												
2015	96	5	20	21		8	10		66	66	132	22,443
2016	89	6	13	16	2	6	8		68	62	130	22,529
2017	112	9	37	42	7	7	7		91	99	190	23,084

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015	100.0	*	85.7	80.0		*	*		97.3	96.4	96.9	27.3	65
	2016	100.0	*	83.3	100.0	*	*	*		96.8	100.0	98.5	28.6	66
	2017	100.0	*	90.9	96.2	100.0	*	*		96.3	100.0	98.2	32.4	111
5	2015	100.0	*	92.3	90.9		*	*		100.0	97.4	98.5	29.2	67
	2016	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	36.3	64
	2017	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	38.2	79
3-5	2015	100.0	*	90.0	85.7		75.0	90.0		98.5	97.0	97.7	27.7	132
	2016	100.0	100.0	92.3	100.0	*	100.0	100.0		98.5	100.0	99.2	31.4	130
	2017	100.0	100.0	94.6	97.6	100.0	85.7	85.7		97.8	100.0	98.9	34.6	190

	NUMBER TESTED IN GRADES 3-5												
2015	96	5	20	21		8	10		66	66	132	22,443
2016	89	6	13	16	2	6	8		68	62	130	22,529
2017	112	9	37	42	7	7	7		91	99	190	23,084

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015	89.1	*	57.1	80.0		*	*		86.5	82.1	84.6	12.2	65
	2016	84.1	*	66.7	71.4	*	*	*		74.2	91.4	83.3	13.4	66
	2017	89.6	*	59.1	84.6	71.4	*	*		75.9	91.2	83.8	16.9	111
5	2015	100.0	*	84.6	81.8		*	*		96.6	97.4	97.0	14.2	67
	2016	84.4	*	85.7	55.6		*	*		78.4	96.3	85.9	16.6	64
	2017	93.3	*	80.0	81.3		*	*		83.8	95.2	89.9	19.4	79
3-5	2015	94.8	*	75.0	81.0		75.0	80.0		90.9	90.9	90.9	13.2	132
	2016	84.3	50.0	76.9	62.5	*	66.7	75.0		76.5	93.5	84.6	15.1	130
	2017	91.1	77.8	67.6	83.3	71.4	42.9	42.9		79.1	92.9	86.3	18.8	190

	NUMBER TESTED IN GRADE 3-5												
2015	96	5	20	21		8	10		66	66	132	22,443
2016	89	6	13	16	2	6	8		68	62	130	22,529
2017	112	9	37	42	7	7	7		91	99	190	23,084

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	2015	92.3	91.5	90.0
	2016	95.8	85.7	92.0
	2017	92.9	90.8	90.9
5	2015	94.9	94.3	92.1
	2016	93.0	90.7	94.7
	2017	94.8	93.0	93.0
3-5	2015	93.6	92.9	91.1
	2016	94.4	88.2	93.3
	2017	93.7	91.7	91.8

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	**2015**	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	57.9	65
	2016	100.0	*	100.0	100.0	*	*	*		100.0	100.0	100.0	57.3	66
	2017	100.0	*	95.7	96.2	100.0	*	*		98.2	100.0	99.1	54.4	113

	NUMBER TESTED IN GRADE 4												
2015	46	3	7	10		4	5		37	28	65	7,215
2016	44	3	6	7	2	2	3		31	35	66	7,239
2017	68	4	23	26	7	3	3		55	58	113	7,530

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015	0	*	0	0		*	*		0	0	0	3,041	65
	2016	0	*	0	0	*	*	*		0	0	0	3,090	66
	2017	0	*	1	1	0	*	*		1	0	1	3,435	113

	NUMBER TESTED IN GRADE 4												
2015	46	3	7	10		4	5		37	28	65	7,215
2016	44	3	6	7	2	2	3		31	35	66	7,239
2017	68	4	23	26	7	3	3		55	58	113	7,530

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015	100.0	*	71.4	90.0		*	*		97.3	96.4	96.9	19.5	65
	2016	97.7	*	100.0	100.0	*	*	*		93.5	100.0	97.0	28.7	66
	2017	97.1	*	87.0	96.2	100.0	*	*		90.9	98.3	94.7	26.0	113

	NUMBER TESTED IN GRADE 4												
2015	46	3	7	10		4	5		37	28	65	7,215
2016	44	3	6	7	2	2	3		31	35	66	7,239
2017	68	4	23	26	7	3	3		55	58	113	7,530

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015	63.0	*	42.9	50.0		*	*		62.2	67.9	64.6	4.1	65
	2016	75.0	*	33.3	57.1	*	*	*		67.7	80.0	74.2	10.9	66
	2017	58.8	*	47.8	69.2	42.9	*	*		60.0	60.3	60.2	7.4	113

		NUMBER TESTED IN GRADE 4											
2015	46	3	7	10		4	5		37	28	65	7,215
2016	44	3	6	7	2	2	3		31	35	66	7,239
2017	68	4	23	26	7	3	3		55	58	113	7,530

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	**2015**	7.0	5.9	84.1	90.5
	2016	—	5.6	92.2	91.4
	2017	—	5.4	89.0	90.9

[1]Average score points (range 0-8). A 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=Nonscorable; 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

NOTE: Beginning in 2016, only one composition was required.

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PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	60.4	65
	2016	100.0	*	100.0	100.0	*	*	*		100.0	100.0	100.0	63.5	66
	2017	100.0	*	100.0	100.0	100.0	*	*		100.0	100.0	100.0	68.1	111
5	2015	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	66.4	67
	2016	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	79.6	64
	2017	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	80.6	79
3-5	2015	100.0	*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	63.5	132
	2016	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	69.3	130
	2017	100.0	100.0	100.0	100.0	100.0	100.0	100.0		100.0	100.0	100.0	72.7	190

	NUMBER TESTED IN GRADES 3-5											
2015	96	5	20	21		8	8		66	66	132	36,965
2016	89	6	13	16	2	6	8		68	62	130	36,959
2017	112	9	37	42	7	7	7		91	99	190	37,278

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015	0	*	0	0		*	*		0	0	0	4,897	65
	2016	0	*	0	0	*	*	*		0	0	0	4,463	66
	2017	0	*	0	0	0	*	*		0	0	0	4,016	111
5	2015	0	*	0	0		*	*		0	0	0	3,958	67
	2016	0	*	0	0		*	*		0	0	0	2,412	64
	2017	0	*	0	0		*	*		0	0	0	2,308	79
3-5	2015	0	*	0	0		0	0		0	0	0	13,507	132
	2016	0	0	0	0	*	0	0		0	0	0	11,353	130
	2017	0	0	0	0	0	0	0		0	0	0	10,175	190

	NUMBER TESTED IN GRADES 3-5												
2015	96	5	20	21		8	8		66	66	132	36,965
2016	89	6	13	16	2	6	8		68	62	130	36,959
2017	112	9	37	42	7	7	7		91	99	190	37,278

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	**2015**	100.0	*	85.7	100.0		*	*		100.0	92.9	96.9	22.4	65
	2016	93.2	*	100.0	100.0	*	*	*		93.5	94.3	93.9	28.9	66
	2017	98.5	*	95.5	96.2	100.0	*	*		98.1	96.5	97.3	39.4	111
5	**2015**	96.0	*	84.6	81.8		*	*		93.1	94.7	94.0	30.5	67
	2016	97.8	*	71.4	77.8		*	*		94.6	96.3	95.3	35.3	64
	2017	97.8	*	86.7	93.8		*	*		89.2	95.2	92.4	42.4	79
3-5	**2015**	97.9	*	85.0	90.5		87.5	90.0		97.0	93.9	95.5	27.0	132
	2016	95.5	83.3	84.6	87.5	*	83.3	87.5		94.1	95.2	94.6	32.3	130
	2017	98.2	66.7	91.9	95.2	100.0	71.4	71.4		94.5	96.0	95.3	40.5	190

	NUMBER TESTED IN GRADES 3-5												
2015	96	5	20	21		8	10		66	66	132	36,965
2016	89	6	13	16	2	6	8		68	62	130	36,959
2017	112	9	37	42	7	7	7		91	99	190	37,278

WILLIAM B. TRAVIS VANGUARD FOR TALENTED AND GIFTED (217)   **22**

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PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015	84.8	*	42.9	70.0		*	*		81.1	71.4	76.9	10.1	65
	2016	79.5	*	66.7	57.1	*	*	*		77.4	80.0	78.8	14.6	66
	2017	79.1	*	77.3	80.8	100.0	*	*		77.8	75.4	76.6	22.1	111
5	2015	66.0	*	69.2	54.5		*	*		75.9	57.9	65.7	11.8	67
	2016	88.9	*	28.6	55.6		*	*		73.0	85.2	78.1	13.9	64
	2017	68.9	*	40.0	62.5		*	*		64.9	69.0	67.1	19.3	79
3-5	2015	75.0	*	60.0	61.9		25.0	40.0		78.8	63.6	71.2	10.3	132
	2016	84.3	16.7	46.2	56.3	*	16.7	25.0		75.0	82.3	78.5	13.6	130
	2017	75.0	55.6	62.2	73.8	100.0	28.6	28.6		72.5	72.7	72.6	20.4	190

	NUMBER TESTED IN GRADE 3-5												
2015	96	5	20	21		8	10		66	66	132	36,965
2016	89	6	13	16	2	6	8		68	62	130	36,959
2017	112	9	37	42	7	7	7		91	99	190	37,278

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Numerical Representations and Relationships	2. Computations and Algebraic Relationships	3. Geometry and Measurement	4. Data Analysis and Personal Financial Literacy
4	2015	92.7	88.0	83.8	85.8
	2016	93.7	88.5	84.1	86.1
	2017	92.9	88.9	85.9	93.0
5	2015	83.8	86.7	90.4	90.8
	2016	92.6	89.1	89.2	88.5
	2017	87.6	87.2	88.9	91.1
3-5	2015	88.2	87.3	87.2	88.4
	2016	93.1	88.8	86.6	87.3
	2017	90.7	88.2	87.1	92.2

WILLIAM B. TRAVIS VANGUARD FOR TALENTED AND GIFTED (217)   **24**

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PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2015	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	57.1	67
	2016	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	66.1	64
	2017	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	65.9	77

	NUMBER TESTED IN GRADE 5												
2015	50	2	13	11		4	5		29	38	67	9,453
2016	45	3	7	9		4	5		37	27	64	9,626
2017	43	5	15	16		4	4		37	40	77	9,759

WILLIAM B. TRAVIS VANGUARD FOR TALENTED AND GIFTED (217)   25

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2015	0	*	0	0		*	*		0	0	0	4059	67
	2016	0	*	0	0		*	*		0	0	0	3263	64
	2017	0	*	0	0		*	*		0	0	0	3328	77

	NUMBER TESTED IN GRADE 5												
2015	50	2	13	11		4	5		29	38	67	9,453
2016	45	3	7	9		4	5		37	27	64	9,626
2017	43	5	15	16		4	4		37	40	77	9,759

WILLIAM B. TRAVIS VANGUARD FOR TALENTED AND GIFTED (217)   **26**

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2015	96.0	*	92.3	90.9		*	*		96.6	94.7	95.5	21.8	67
	2016	97.8	*	71.4	77.8		*	*		91.9	96.3	93.8	26.7	64
	2017	93.0	*	73.3	87.5		*	*		89.2	90.0	89.6	33.0	77

	NUMBER TESTED IN GRADE 5												
2015	50	2	13	11		4	5		29	38	67	9,453
2016	45	3	7	9		4	5		37	27	64	9,626
2017	43	5	15	16		4	4		37	40	77	9,759

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2015	48.0	*	46.2	18.2		*	*		58.6	36.8	46.3	6.3	67
	2016	53.3	*	28.6	44.4		*	*		56.8	48.1	53.1	6.7	64
	2017	65.1	*	46.7	50.0		*	*		62.2	65.0	63.6	12.8	77

	NUMBER TESTED IN GRADE 5												
2015	50	2	13	11		4	5		29	38	67	9,453
2016	45	3	7	9		4	5		37	27	64	9,626
2017	43	5	15	16		4	4		37	40	77	9,759

WILLIAM B. TRAVIS VANGUARD FOR TALENTED AND GIFTED (217)   28

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	**2015**	93.1	87.8	84.8	91.2
	2016	82.8	88.6	86.5	92.2
	2017	87.7	84.6	92.5	87.9

PERFORMANCE IN 2017

Grade 2016-17 (N Rated)	Domain: 2017 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
ALL (7)	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	1	14.3	0	0.0	1	14.3	0	0.0
	Advanced High	7	100.0	6	85.7	7	100.0	6	85.7	7	100.0

PROGRESSION FROM 2016 TO 2017

Number Rated Both Years N (%) Progressed	2017 Level	2016 Level Beg	Int	Adv	Adv High
7	Beginning	0			
	Intermediate	0	0		
7 (100.0%)	Advanced	0	0	0	
	Advanced High	0	0		7

☐ Indicates students who progressed at least one level from 2016 to 2017.

SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

Elementary School Exams

GRADE 4 LANGUAGE ARTS

114	90.1	91.7	92.3		98.2	100.0	58.3	90.0

GRADE 4 LANGUAGE ARTS

GRADE 4 MATHEMATICS

114	88.3	93.0	94.0		100.0	100.0	64.7	90.3

GRADE 4 MATHEMATICS

GRADE 4 READING

114	91.0	94.0	93.2		100.0	100.0	68.1	90.5

GRADE 4 READING

GRADE 5 MATHEMATICS

81	84.1	89.4	91.4		100.0	98.8	63.5	90.2

GRADE 5 MATHEMATICS

GRADE 5 READING

81	88.9	91.7	87.4		98.8	98.8	70.8	90.8

GRADE 5 READING

GRADE 5 SCIENCE

81	90.7	90.7	87.3		97.5	98.8	67.9	93.3

GRADE 5 SCIENCE