



Data Packet
for 2013-14
planning

Dallas ISD
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School Number 359

ROSEMONT INTERNATIONAL LANGUAGE PREP

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2012-13 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.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2012-13. They are counted as new if not enrolled in a district campus before the last day of the 2011-12 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 2011-12 and 2012-13.

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.
- "Percentage Satisfactory" is the percentage of students achieving Level 2 (Satisfactory) or Level 3 (Advanced).
- 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. Additional details provided in report footnotes.
- Reading and mathematics statistics for SSI grades 5 and 8 are based on scores cumulative through the second administration.

TELPAS

- Students are counted as having tested if anyone 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 2012 to 2013, the TEA did not report the 2012 composite rating.
- If a student is rated as advanced high in 2013, the TEA does not differentiate between the advanced and advanced high levels from 2012.

ACP

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- The ACPs are given as final course exams in grades 3-12. In MIDDLE and HIGH school, they account for a portion of students' final semester grades (10% and 15% respectively). "Average course mark (no ACP)" is computed from semester grades before factoring in ACP scores. Course-grade statistics were not computed for ELEMENTARY schools because the ACPs do not yet factor into course 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 percent is required to pass an ACP. A course mark of at least 70 percent 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
6	61
ALL	61

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	3	4.9	1	12.5
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	55	90.2	2	25.0
White	3	4.9	3	37.5
Multiple	0	0.0	1	12.5
Other* (teachers only)	—	—	1	12.5
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	43	70.5
Economically disadvantaged	48	78.7
Limited English proficient (LEP)	36	59.0
Special education	1	1.6
Talented and Gifted (TAG)	19	31.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2011													
	2012													
	2013	61	3	4.9	0	0.0	0	0.0	55	90.2	3	4.9	0	0.0
6-8	2011													
	2012													
	2013	61	3	4.9	0	0.0	0	0.0	55	90.2	3	4.9	0	0.0

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	
6	2011																
	2012																
	2013	61	48	78.7	36	59.0	1	1.6	43	70.5	19	31.1	2	3.3	31.1	68.9	0.0
6-8	2011																
	2012																
	2013	61	48	78.7	36	59.0	1	1.6	43	70.5	19	31.1	2	3.3	31.1	68.9	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
6	2011		10,126			9,742	96.2			16.3		9,074		89.6
	2012		10,683			10,315	96.6			17.6		9,420		88.2
	2013	64	11,463	62	97.4	11,062	96.5	0	0.0	21.1	61	10,320	96.0	90.0
6-8	2011		30,091			28,719	95.4			18.4		26,330		87.5
	2012		31,256			29,880	95.6			18.9		26,707		85.4
	2013	64	31,960	62	97.4	30,665	96.0	0	0.0	21.1	61	28,341	96.0	88.7

Teachers: 8

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	1	12.5
Hispanic	2	25.0
White	3	37.5
Multiple	1	12.5
Other	1	12.5

Gender	Number	Percentage
Female	7	87.5
Male	1	12.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2010-11		—
2011-12		
2012-13		0.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	0	0.0
2	1	12.5
3	1	12.5
4	0	0.0
5	0	0.0
1-3	2	25.0
More than 3	6	75.0
1 - 5	2	25.0
6 - 10	2	25.0
11 - 20	3	37.5
More than 20	1	12.5

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2011													
	2012												63.5	0
	2013	*	*	78.6	77.6	*	69.4	70.3		85.0	78.6	80.6	57.7	62
6-8	2011													
	2012												67.4	0
	2013	*	*	78.6	77.6	*	69.4	70.3		85.0	78.6	80.6	68.6	62

NUMBER TESTED IN GRADES 6-8														
2011														
2012													29,211	
2013	3	3	56	49	1	36	37			20	42	62	29,692	

NUMBER UNSATISFACTORY (Level 1)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2011													
	2012												3,673	0
	2013	*	*	12	11	*	11	11		3	9	12	4,523	62
6-8	2011													
	2012												9,529	0
	2013	*	*	12	11	*	11	11		3	9	12	9,324	62

NUMBER TESTED IN GRADES 6-8														
2011														
2012													29,211	
2013	3	3	56	49	1	36	37			20	42	62	29,692	

PERCENTAGE ADVANCED (Level 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2011													
	2012												8.3	0
	2013	*	*	30.4	32.7	*	25.0	24.3		25.0	33.3	30.6	11.3	62
6-8	2011													
	2012												9.5	0
	2013	*	*	30.4	32.7	*	25.0	24.3		25.0	33.3	30.6	11.7	62

NUMBER TESTED IN GRADE 6-8														
2011														
2012													29,211	
2013	3	3	56	49	1	36	37			20	42	62	29,692	

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
6	2011			
	2012			
	2013	74.4	76.1	71.3
6-8	2011			
	2012			
	2013	74.4	76.1	71.3

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2011													
	2012												66.4	0
	2013	*	*	92.9	93.9	*	88.9	89.2		95.0	92.9	93.5	60.6	62
6-8	2011													
	2012												60.3	0
	2013	*	*	92.9	93.9	*	88.9	89.2		95.0	92.9	93.5	63.7	62

NUMBER TESTED IN GRADES 6-8														
2011														
2012													26,044	
2013	3	3	56	49	1	36	37			20	42	62	26,676	

NUMBER UNSATISFACTORY (Level 1)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2011													
	2012												3,327	0
	2013	*	*	4	3	*	4	4		1	3	4	4,133	62
6-8	2011													
	2012												10,351	0
	2013	*	*	4	3	*	4	4		1	3	4	9,693	62

NUMBER TESTED IN GRADES 6-8														
2011														
2012													26,044	
2013	3	3	56	49	1	36	37			20	42	62	26,676	

PERCENTAGE ADVANCED (Level 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2011													
	2012												9.8	0
	2013	*	*	30.4	30.6	*	22.2	21.6		20.0	31.0	27.4	8.5	62
6-8	2011													
	2012												6.1	0
	2013	*	*	30.4	30.6	*	22.2	21.6		20.0	31.0	27.4	5.3	62

NUMBER TESTED IN GRADE 6-8														
2011														
2012													26,044	
2013	3	3	56	49	1	36	37			20	42	62	26,676	

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
6	2011					
	2012					
	2013	70.8	73.9	73.6	58.7	70.4
6-8	2011					
	2012					
	2013	70.8	73.9	73.6	58.7	70.4

PERCENTAGE DEMONSTRATING IMPROVEMENT


Grade	Level 1 in 2012		Level 2 in 2012		Level 3 in 2012		Levels 1-3 in 2012	
	Number Tested Both Years	Percentage Improved in 2013	Number Tested Both Years	Percentage Improved in 2013	Number Tested Both Years	Percentage Improved in 2013	Number Tested Both Years	Percentage Improved in 2013
6	0		1	*	0		1	*
ALL	0		1	*	0		1	*

PERFORMANCE IN 2013

GRADE 2012-13 (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2013 Level	N	%	N	%	N	%	N	%	N	%
6 (37)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	2.7	2	5.4	2	5.4	1	2.7	1	2.7
	Advanced	10	27.0	13	35.1	15	40.5	5	13.5	5	13.5
	Advanced High	26	70.3	22	59.5	20	54.1	31	83.8	31	83.8
ALL (37)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	2.7	2	5.4	2	5.4	1	2.7	1	2.7
	Advanced	10	27.0	13	35.1	15	40.5	5	13.5	5	13.5
	Advanced High	26	70.3	22	59.5	20	54.1	31	83.8	31	83.8

**PROGRESSION FROM
2012 TO 2013**

Number Rated Both Years N (%) Progressed	2013 Level	2012 Level			
		Beg	Int	Adv	Adv High
8 7 (87.5%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	0	0	7	
8 7 (87.5%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	0	0	7	

 Indicates students who progressed at least one level from 2012 to 2013.

SEMESTER 1 TESTS

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

LANGUAGE ARTS 6

64	64.9	78.9	80.5	80.7	82.8	96.9	45.8	87.8
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MATHEMATICS 6

64	71.2	82.7	88.0	88.6	87.5	100.0	52.5	86.3
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READING 6

64	67.2	75.4	82.0	82.7	67.2	100.0	53.6	89.6
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SCIENCE 6

64	54.5	72.7	82.7	83.8	57.8	98.4	50.4	91.5
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SOCIAL STUDIES 6

64	57.0	71.3	82.8	84.0	56.3	96.9	37.5	88.9
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SEMESTER 2 TESTS

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

LANGUAGE ARTS 6

61	62.1	77.3	84.6	85.5	85.2	100.0	53.4	84.6
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MATHEMATICS 6

61	72.1	83.3	86.4	86.7	91.8	100.0	59.0	83.1
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READING 6

61	68.2	78.8	81.2	81.4	83.6	100.0	57.7	87.7
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SCIENCE 6

61	66.3	77.5	82.9	83.5	82.0	100.0	59.7	88.8
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SOCIAL STUDIES 6

61	64.0	76.0	81.8	82.5	73.8	98.4	59.0	88.6
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