

Published
July 25, 2012



Dallas Independent School District

Data Packet

for 2012-13 Planning

Evaluation and Accountability
Data Analysis, Reporting, and Research Services

<http://mydata.dallasisd.org>
OIR@dallasisd.org

School Number 241

ELEMENTARY DAEP

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

ENGLISH PROFICIENCY

- 10. WMLS Woodcock-Muñoz Language Survey

3. Notes Notes and Data Descriptions

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

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.

STUDENT ENROLLMENT

Grade	Enrollment
2	2
3	1
4	4
5	5
6	1
ALL	13

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	9	69.2	5	71.4
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	4	30.8	1	14.3
White	0	0.0	0	0.0
Multiple	0	0.0	1	14.3
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	13	100.0
Economically disadvantaged	13	100.0
Limited English proficient (LEP)	1	7.7
Special education	4	30.8
Talented and Gifted (TAG)	1	7.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
2	2010	19	14	73.7	0	0.0	1	5.3	4	21.1	0	0.0	—	—
	2011	4	2	50.0	0	0.0	0	0.0	2	50.0	0	0.0	0	0.0
	2012	2	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	2010	11	10	90.9	0	0.0	0	0.0	0	0.0	1	9.1	—	—
	2011	12	9	75.0	0	0.0	0	0.0	3	25.0	0	0.0	0	0.0
	2012	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4	2010	8	6	75.0	0	0.0	0	0.0	2	25.0	0	0.0	—	—
	2011	5	4	80.0	0	0.0	0	0.0	1	20.0	0	0.0	0	0.0
	2012	4	2	50.0	0	0.0	0	0.0	2	50.0	0	0.0	0	0.0
5	2010	13	6	46.2	1	7.7	0	0.0	6	46.2	0	0.0	—	—
	2011	7	2	28.6	0	0.0	0	0.0	5	71.4	0	0.0	0	0.0
	2012	5	3	60.0	0	0.0	0	0.0	2	40.0	0	0.0	0	0.0
6	2010	6	1	16.7	0	0.0	0	0.0	5	83.3	0	0.0	—	—
	2011	9	3	33.3	0	0.0	0	0.0	6	66.7	0	0.0	0	0.0
	2012	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6	2010	63	42	66.7	1	1.6	1	1.6	18	28.6	1	1.6	—	—
	2011	53	30	56.6	0	0.0	0	0.0	22	41.5	0	0.0	1	1.9
	2012	13	9	69.2	0	0.0	0	0.0	4	30.8	0	0.0	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	
2	2010	19	17	89.5	2	10.5	3	15.8	15	78.9	0	0.0	6	31.6	89.5	10.5	5.3
	2011	4	4	100.0	2	50.0	0	0.0	4	100.0	0	0.0	0	0.0	75.0	25.0	0.0
	2012	2	2	100.0	0	0.0	0	0.0	2	100.0	1	50.0	0	0.0	100.0	0.0	0.0
3	2010	11	11	100.0	0	0.0	2	18.2	9	81.8	0	0.0	1	9.1	100.0	0.0	9.1
	2011	12	12	100.0	2	16.7	1	8.3	10	83.3	0	0.0	1	8.3	83.3	16.7	25.0
	2012	1	1	100.0	0	0.0	1	100.0	1	100.0	0	0.0	1	100.0	100.0	0.0	0.0
4	2010	8	8	100.0	1	12.5	1	12.5	7	87.5	0	0.0	0	0.0	62.5	37.5	12.5
	2011	5	5	100.0	1	20.0	1	20.0	5	100.0	0	0.0	0	0.0	80.0	20.0	0.0
	2012	4	4	100.0	1	25.0	1	25.0	4	100.0	0	0.0	2	50.0	100.0	0.0	0.0
5	2010	13	13	100.0	2	15.4	1	7.7	11	84.6	0	0.0	2	15.4	100.0	0.0	30.8
	2011	7	7	100.0	2	28.6	1	14.3	6	85.7	0	0.0	0	0.0	71.4	28.6	0.0
	2012	5	5	100.0	0	0.0	2	40.0	5	100.0	0	0.0	0	0.0	100.0	0.0	0.0
6	2010	6	6	100.0	1	16.7	1	16.7	3	50.0	0	0.0	0	0.0	100.0	0.0	0.0
	2011	9	7	77.8	2	22.2	1	11.1	3	33.3	0	0.0	3	33.3	77.8	22.2	0.0
	2012	1	1	100.0	0	0.0	0	0.0	1	100.0	0	0.0	1	100.0	100.0	0.0	0.0
6	2010	63	60	95.2	7	11.1	9	14.3	50	79.4	0	0.0	10	15.9	90.5	9.5	11.1
	2011	53	50	94.3	10	18.9	6	11.3	39	73.6	0	0.0	7	13.2	81.1	18.9	15.1
	2012	13	13	100.0	1	7.7	4	30.8	13	100.0	1	7.7	4	30.8	100.0	0.0	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
KN	2010	1	13,234	1	97.9	12,616	95.3	10	100.0	21.5	0	11,233	0.0	84.9
	2011	6	13,211	5	93.4	12,645	95.7	15	100.0	21.4	0	11,602	0.0	87.8
	2012	2	13,633	1	87.5	13,086	96.0	3	100.0	20.1	0	11,731	0.0	86.0
1	2010	5	13,848	5	92.9	13,286	95.9	36	100.0	20.0	0	11,978	0.0	86.5
	2011	12	13,458	11	92.8	12,967	96.4	32	100.0	19.0	0	12,047	0.0	89.5
	2012	2	14,026	2	90.6	13,533	96.5	6	100.0	18.6	0	12,292	0.0	87.6
2	2010	19	13,441	17	92.4	12,947	96.3	51	100.0	18.9	0	11,794	0.0	87.7
	2011	6	13,013	6	97.2	12,593	96.8	29	100.0	17.1	0	11,853	0.0	91.1
	2012	2	13,338	2	87.7	12,932	97.0	11	100.0	17.0	0	11,883	0.0	89.1
3	2010	13	13,291	12	93.2	12,854	96.7	61	100.0	17.6	0	11,815	0.0	88.9
	2011	13	12,619	12	94.5	12,254	97.1	43	100.0	16.6	0	11,604	0.0	92.0
	2012	0	12,874	0	100.0	12,508	97.2	7	100.0	15.6	0	11,592	0.0	90.0
4	2010	8	12,300	8	92.6	11,900	96.8	62	100.0	17.2	0	10,987	0.0	89.3
	2011	5	12,506	5	95.1	12,150	97.1	42	100.0	15.7	0	11,544	0.0	92.3
	2012	9	12,493	9	94.8	12,139	97.2	50	100.0	16.7	0	11,218	0.0	89.8
5	2010	14	11,688	13	93.3	11,310	96.8	92	100.0	17.0	0	10,453	0.0	89.4
	2011	8	11,742	7	94.5	11,419	97.2	48	100.0	8.2	0	10,892	0.0	92.8
	2012	17	12,562	16	94.3	12,220	97.3	74	100.0	5.4	0	11,364	0.0	90.5
6	2010	7	10,602	7	95.7	10,111	95.4	33	100.0	18.3	0	9,083	0.0	85.7
	2011	9	10,126	8	91.8	9,742	96.2	24	100.0	17.1	0	9,074	0.0	89.6
	2012	12	10,683	11	91.0	10,315	96.6	32	100.0	17.9	0	9,420	0.0	88.2
KN-6	2010	67	88,404	62	93.2	85,025	96.2	345	100.0	18.7	0	77,343	0.0	87.5
	2011	57	86,676	53	93.9	83,770	96.6	233	100.0	16.6	0	78,616	0.0	90.7
	2012	43	89,609	40	92.8	86,734	96.8	183	100.0	16.0	0	79,500	0.0	88.7

Teachers: 7

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	5	71.4
Hispanic	1	14.3
White	0	0.0
Multiple	1	14.3
Other	0	0.0

Gender	Number	Percentage
Female	5	71.4
Male	2	28.6

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2009-10	11.2	—
2010-11	10.1	90.9
2011-12	7.0	63.6

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	7	100.0
1 - 5	0	0.0
6 - 10	1	14.3
11 - 20	3	42.9
More than 20	3	42.9

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2011		Level 2 in 2011		Level 3 in 2011		Levels 1-3 in 2011	
	Number Tested Both Years	Percentage Improved in 2012	Number Tested Both Years	Percentage Improved in 2012	Number Tested Both Years	Percentage Improved in 2012	Number Tested Both Years	Percentage Improved in 2012
6	0	-	1	0.0	0	-	1	0.0
ALL	0	-	1	0.0	0	-	1	0.0