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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 29

SCHOOL COMMUNITY GUIDANCE CENTER

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

COLLEGE READINESS

- 11. SAT/ACT SAT/ACT Average Scores for Seniors

3. Notes Notes and Data Descriptions

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

12. PSAT PSAT Average Scores

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.

COLLEGE READINESS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- For SAT and ACT, “Percent Tested” is computed with “Number Tested” as numerator and, as denominator, the Grade 12 “Enrollment” reported on Enrollment (1) and Enrollment (2) reports. For PSAT the denominator for “Percent Tested” is from the appropriate grade/year on the Enrollment reports.
- Score summaries for SAT and ACT contain all scores available for the school year at the time of publication.
- The SAT and ACT are administered throughout the school year by The College Board and ACT, Inc. A student takes the SAT or ACT at the time and location of her choice, and she may take either test multiple times. If a student has results from multiple administrations, only the latest is used.
- SAT scores range from 200 to 800. ACT scores range from 0 to 36.
- PSAT scores range from 20 to 80. PSAT is administered once in the fall of each year. District students taking PSAT are tested at their schools. Statistics for a grade level are based on all students in that grade level in the fall with a PSAT score for that year. (Students' scores will be used in multiple statistics if they took the PSAT in more than one year.)

STUDENT ENROLLMENT

Grade	Enrollment
9	54
10	38
11	24
12	10
ALL	126

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	63	50.0	19	67.9
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	2	1.6	*	*
Hispanic	55	43.7	1	3.6
White	5	4.0	6	21.4
Multiple	1	0.8	0	0.0
Other* (teachers only)	—	—	2	7.1
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	126	100.0
Economically disadvantaged	97	77.0
Limited English proficient (LEP)	16	12.7
Special education	16	12.7
Talented and Gifted (TAG)	0	0.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2010	199	88	44.2	2	1.0	0	0.0	105	52.8	4	2.0	—	—
	2011	144	67	46.5	2	1.4	0	0.0	71	49.3	4	2.8	0	0.0
	2012	54	27	50.0	0	0.0	2	3.7	24	44.4	1	1.9	0	0.0
10	2010	66	35	53.0	0	0.0	0	0.0	30	45.5	1	1.5	—	—
	2011	90	50	55.6	0	0.0	2	2.2	36	40.0	1	1.1	1	1.1
	2012	38	16	42.1	0	0.0	0	0.0	18	47.4	3	7.9	1	2.6
11	2010	43	23	53.5	0	0.0	1	2.3	19	44.2	0	0.0	—	—
	2011	43	17	39.5	1	2.3	1	2.3	23	53.5	1	2.3	0	0.0
	2012	24	14	58.3	0	0.0	0	0.0	9	37.5	1	4.2	0	0.0
12	2010	8	5	62.5	0	0.0	0	0.0	2	25.0	1	12.5	—	—
	2011	26	4	15.4	1	3.8	0	0.0	18	69.2	3	11.5	0	0.0
	2012	10	6	60.0	0	0.0	0	0.0	4	40.0	0	0.0	0	0.0
9-12	2010	316	151	47.8	2	0.6	1	0.3	156	49.4	6	1.9	—	—
	2011	303	138	45.5	4	1.3	3	1.0	148	48.8	9	3.0	1	0.3
	2012	126	63	50.0	0	0.0	2	1.6	55	43.7	5	4.0	1	0.8

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	
9	2010	199	162	81.4	28	14.1	37	18.6	157	78.9	0	0.0	16	8.0	79.4	20.6	34.2
	2011	144	115	79.9	19	13.2	27	18.8	114	79.2	0	0.0	13	9.0	79.9	20.1	20.8
	2012	54	45	83.3	9	16.7	6	11.1	54	100.0	0	0.0	12	22.2	77.8	22.2	14.8
10	2010	66	46	69.7	6	9.1	4	6.1	54	81.8	0	0.0	6	9.1	86.4	13.6	22.7
	2011	90	71	78.9	12	13.3	18	20.0	69	76.7	0	0.0	8	8.9	85.6	14.4	14.4
	2012	38	27	71.1	6	15.8	7	18.4	38	100.0	0	0.0	10	26.3	60.5	39.5	18.4
11	2010	43	31	72.1	4	9.3	9	20.9	34	79.1	0	0.0	3	7.0	83.7	16.3	18.6
	2011	43	33	76.7	8	18.6	9	20.9	33	76.7	0	0.0	6	14.0	88.4	11.6	4.7
	2012	24	17	70.8	1	4.2	2	8.3	24	100.0	0	0.0	3	12.5	83.3	16.7	4.2
12	2010	8	7	87.5	1	12.5	1	12.5	3	37.5	0	0.0	0	0.0	87.5	12.5	0.0
	2011	26	22	84.6	3	11.5	1	3.8	21	80.8	0	0.0	1	3.8	88.5	11.5	3.8
	2012	10	8	80.0	0	0.0	1	10.0	10	100.0	0	0.0	1	10.0	70.0	30.0	10.0
9-12	2010	316	246	77.8	39	12.3	51	16.1	248	78.5	0	0.0	25	7.9	81.6	18.4	28.8
	2011	303	241	79.5	42	13.9	55	18.2	237	78.2	0	0.0	28	9.2	83.5	16.5	15.2
	2012	126	97	77.0	16	12.7	16	12.7	126	100.0	0	0.0	26	20.6	73.0	27.0	13.5

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
9	2010	207	11,952	136	65.4	10,770	90.1	407	100.0	32.8	0	8,320	0.0	69.6
	2011	162	10,655	119	73.5	9,881	92.7	355	100.0	30.2	0	8,460	0.0	79.4
	2012	74	10,922	55	74.5	10,196	93.3	362	100.0	28.0	0	8,726	0.0	79.9
10	2010	75	9,504	54	72.3	8,652	91.0	210	100.0	23.8	0	6,991	0.0	73.6
	2011	94	9,679	70	73.8	9,027	93.3	211	100.0	21.7	0	8,048	0.0	83.2
	2012	45	9,007	34	74.8	8,431	93.6	231	100.0	21.3	0	7,332	0.0	81.4
11	2010	42	8,137	28	67.2	7,411	91.1	92	100.0	19.1	0	6,143	0.0	75.5
	2011	45	8,013	37	82.5	7,476	93.3	121	100.0	18.6	0	6,764	0.0	84.4
	2012	25	8,913	20	79.0	8,306	93.2	150	100.0	18.7	0	7,319	0.0	82.1
12	2010	9	7,621	7	82.1	7,024	92.2	54	100.0	17.2	0	6,040	0.0	79.3
	2011	26	7,836	21	81.0	7,300	93.2	77	100.0	17.4	0	6,655	0.0	84.9
	2012	15	8,178	11	74.8	7,571	92.6	115	100.0	16.5	0	6,742	0.0	82.4
9-12	2010	333	37,214	225	67.6	33,857	91.0	763	100.0	24.3	0	27,494	0.0	73.9
	2011	327	36,182	247	75.4	33,685	93.1	764	100.0	22.6	0	29,927	0.0	82.7
	2012	159	37,021	120	75.3	34,504	93.2	858	100.0	21.6	0	30,119	0.0	81.4

Teachers: 28

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	19	67.9
Hispanic	1	3.6
White	6	21.4
Multiple	0	0.0
Other	2	7.1

Gender	Number	Percentage
Female	15	53.6
Male	13	46.4

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2009-10	7.6	—
2010-11	7.9	91.2
2011-12	6.1	65.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.6
1	2	7.1
2	0	0.0
3	4	14.3
4	2	7.1
5	4	14.3
1-3	6	21.4
More than 3	21	75.0
1 - 5	12	42.9
6 - 10	2	7.1
11 - 20	10	35.7
More than 20	3	10.7

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
10	0	-	1	0.0	0	-	1	0.0
ALL	0	-	1	0.0	0	-	1	0.0

Test	Subtest	Year	Percent Tested		All Students		African American		Hispanic		White		Other		District	
			%	District %	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
SAT	Critical Reading	2009-10	50.0	51.1	4	*	1	*	2	*	1	*			3,913	417
		2010-11	23.1	52.7	6	397	1	*	3	*	1	*	1	*	4,216	417
		2011-12	30.0	55.5	3	*	3	*							4,482	416
	Mathematics	2009-10	50.0	51.1	4	*	1	*	2	*	1	*			3,913	441
		2010-11	23.1	52.7	6	425	1	*	3	*	1	*	1	*	4,216	446
		2011-12	30.0	55.5	3	*	3	*							4,482	447
	Writing	2009-10	50.0	51.1	4	*	1	*	2	*	1	*			3,913	411
		2010-11	23.1	52.7	6	393	1	*	3	*	1	*	1	*	4,216	410
		2011-12	30.0	55.5	3	*	3	*							4,482	409
ACT	English	2009-10	12.5	28.0	1	19.0			1	*					2,146	15.2
		2010-11	15.4	35.6	4	13.5	2	*	1	*			1	*	2,852	15.3
		2011-12	30.0	36.9	3	14.7	3	*							2,979	15.5
	Mathematics	2009-10	12.5	28.0	1	23.0			1	*					2,146	18.1
		2010-11	15.4	35.6	4	18.5	2	*	1	*			1	*	2,852	18.4
		2011-12	30.0	36.9	3	18.0	3	*							2,979	18.3
	Reading	2009-10	12.5	28.0	1	25.0			1	*					2,146	16.7
		2010-11	15.4	35.6	4	16.0	2	*	1	*			1	*	2,852	16.8
		2011-12	30.0	36.9	3	17.3	3	*							2,979	16.9
	Science	2009-10	12.5	28.0	1	26.0			1	*					2,146	17.9
		2010-11	15.4	35.6	4	17.3	2	*	1	*			1	*	2,852	17.6
		2011-12	30.0	36.9	3	16.7	3	*							2,979	17.6
	Composite	2009-10	12.5	28.0	1	23.0			1	*					2,146	17.1
		2010-11	15.4	35.6	4	16.3	2	*	1	*			1	*	2,852	17.1
		2011-12	30.0	36.9	3	16.7	3	*							2,979	17.2

Grade	Subtest	Year	All			African American			Hispanic			White			Other			District		
			N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*
9	Critical Reading	Fall 2009	5	*		1	*		4	*		0			0			3,535	35	
		Fall 2010	6	24		1	*		5	*		0			0			2,980	36	
		Fall 2011	1	*		0			1	*		0			0			1,978	39	
	Mathematics	Fall 2009	5	*		1	*		4	*		0			0			3,535	38	
		Fall 2010	6	29		1	*		5	*		0			0			2,980	40	
		Fall 2011	1	*		0			1	*		0			0			1,978	40	
	Writing	Fall 2009	5	*		1	*		4	*		0			0			3,535	36	
		Fall 2010	6	24		1	*		5	*		0			0			2,980	34	
		Fall 2011	1	*		0			1	*		0			0			1,978	39	
10	Critical Reading	Fall 2009	20	33	5.0	12	32	8.3	7	34	0.0	1	*	*	0			8,192	36	7.1
		Fall 2010	28	34	3.6	10	31	0.0	17	35	5.9	1	*	*	0			8,638	36	8.0
		Fall 2011	9	32	0.0	5	*	*	4	*	*	0			0			7,987	36	8.1
	Mathematics	Fall 2009	20	38	20.0	12	37	25.0	7	40	14.3	1	*	*	0			8,192	39	18.2
		Fall 2010	28	37	14.3	10	32	0.0	17	40	23.5	1	*	*	0			8,638	39	20.4
		Fall 2011	9	31	22.2	5	*	*	4	*	*	0			0			7,987	38	17.4
	Writing	Fall 2009	20	30	5.0	12	29	8.3	7	32	0.0	1	*	*	0			8,192	36	6.4
		Fall 2010	28	30	3.6	10	27	0.0	17	32	5.9	1	*	*	0			8,638	34	5.9
		Fall 2011	9	28	0.0	5	*	*	4	*	*	0			0			7,987	36	6.4
11	Critical Reading	Fall 2009	7	36	14.3	5	*	*	1	*	*	1	*	*	0			5,587	38	11.3
		Fall 2010	14	31	0.0	6	29	0.0	8	32	0.0	0			0			5,224	40	14.2
		Fall 2011	5	*	*	1	*	*	4	*	*	0			0			3,980	41	16.9
	Mathematics	Fall 2009	7	38	14.3	5	*	*	1	*	*	1	*	*	0			5,587	42	20.1
		Fall 2010	14	35	0.0	6	34	0.0	8	35	0.0	0			0			5,224	43	23.9
		Fall 2011	5	*	*	1	*	*	4	*	*	0			0			3,980	43	26.9
	Writing	Fall 2009	7	37	14.3	5	*	*	1	*	*	1	*	*	0			5,587	38	13.2
		Fall 2010	14	30	0.0	6	30	0.0	8	30	0.0	0			0			5,224	38	12.8
		Fall 2011	5	*	*	1	*	*	4	*	*	0			0			3,980	40	16.9

*The College Board benchmarks for Grade 10 are scores at or above which students have a 65 percent likelihood of meeting Grade 11 benchmarks. Critical reading: 49; math: 47; writing: 49. Benchmarks for Grade 11 are scores at or above which students have a 65 percent likelihood of meeting SAT benchmarks. Critical reading: 50; math: 50; writing: 49.