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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](mailto:OIR@dallasisd.org)

School Number 358

**BARBARA M. MANNS EDUCATION CENTER**

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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.

## **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 2011 to 2012, the TEA did not report the 2011 composite rating.
- If a student is rated as advanced high in 2012, the TEA does not differentiate between the advanced and advanced high levels from 2011.

## **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 7-12. They account for a portion of students' final semester grades: 15 percent for high school and 10 percent for middle school. "Average course mark (no ACP)" is computed from semester grades before factoring in ACP scores.
- 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.

**STUDENT ENROLLMENT**

Grade	Enrollment
8	162
ALL	162

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	61	37.7	9	69.2
American Indian/Alaska Native	1	0.6	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	96	59.3	0	0.0
White	3	1.9	2	15.4
Multiple	1	0.6	0	0.0
Other* (teachers only)	—	—	2	15.4
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	157	96.9
Economically disadvantaged	139	85.8
Limited English proficient (LEP)	62	38.3
Special education	16	9.9
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	%
8	2010												—	—
	2011													
	2012	162	61	37.7	1	0.6	0	0.0	96	59.3	3	1.9	1	0.6
6-8	2010												—	—
	2011													
	2012	162	61	37.7	1	0.6	0	0.0	96	59.3	3	1.9	1	0.6

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	
8	2010																
	2011																
	2012	162	139	85.8	62	38.3	16	9.9	157	96.9	0	0.0	28	17.3	60.5	39.5	69.1
6-8	2010																
	2011																
	2012	162	139	85.8	62	38.3	16	9.9	157	96.9	0	0.0	28	17.3	60.5	39.5	69.1

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
8	2010		9,996			9,326	93.3			15.5		7,894		79.0
	2011		9,907			9,388	94.8			17.5		8,465		85.4
	2012	173	10,369	143	82.2	9,838	94.9	74	42.7	15.9	70	8,711	40.4	84.0
6-8	2010		30,856			29,073	94.2			18.6		25,287		82.0
	2011		30,091			28,719	95.4			19.1		26,330		87.5
	2012	173	31,256	143	82.2	29,880	95.6	75	43.3	19.3	70	26,707	40.4	85.4



Teachers: 13

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	9	69.2
Hispanic	0	0.0
White	2	15.4
Multiple	0	0.0
Other	2	15.4

Gender	Number	Percentage
Female	8	61.5
Male	5	38.5

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2009-10		—
2010-11		
2011-12	9.0	0.0

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	7.7
2	1	7.7
3	1	7.7
4	0	0.0
5	1	7.7
1-3	3	23.1
More than 3	10	76.9
1 - 5	4	30.8
6 - 10	1	7.7
11 - 20	5	38.5
More than 20	3	23.1

**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)
8	2010													
	2011													
	2012		11.1	21.4	17.4	0.0	22.7	17.4		16.0	20.9	17.8	83.5	118
6-8	2010													
	2011													
	2012		11.1	21.4	17.4	0.0	22.7	17.4		16.0	20.9	17.8	80.7	118

NUMBER TESTED IN GRADES 6-8														
2010														0
2011														0
2012	0	45	70	92	7	44	115	0	75	43	118	29,201		

**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)
8	2010													
	2011													
	2012		17	17	17	13	17	17		17	17	17	32	118
6-8	2010													
	2011													
	2012		17	17	17	13	17	17		17	17	17	31	118

NUMBER TESTED IN GRADES 6-8														
2010														0
2011														0
2012	0	45	70	92	7	44	115	0	75	43	118		29,201	

**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
8	2010			
	2011			
	2012	36.9	32.4	31.2
6-8	2010			
	2011			
	2012	36.9	32.4	31.2

**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)
8	2010													
	2011													
	2012		2.3	4.5	1.2	0.0	4.8	3.7		2.9	4.7	3.6	56.8	112
6-8	2010													
	2011													
	2012		2.3	4.5	1.2	0.0	4.8	3.7		2.9	4.7	3.6	69.7	112

NUMBER TESTED IN GRADES 6-8														
2010														0
2011														0
2012	0	43	67	86	7	42	109	0	69	43	112		26,035	

**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)
8	2010													
	2011													
	2012		14	14	14	14	14	14		15	13	14	23	112

**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
8	2010					
	2011					
	2012	29.3	22.2	24.3	23.5	27.6
6-8	2010					
	2011					
	2012	29.3	22.2	24.3	23.5	27.6

**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)
8	2010													
	2011													
	2012		17	17	18	17	16	17		17	18	17	30	119

NUMBER TESTED IN GRADE 8														
2010														0
2011														0
2012	0	44	72	93	8	46	114	0	75	44	119			9,431



**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
8	2010				
	2011				
	2012	25.6	34.0	32.9	36.5

**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)
8	2010													
	2011													
	2012		13	14	14	14	13	14		14	13	14	26	113

NUMBER TESTED IN GRADE8														
2010														0
2011														0
2012	0	42	69	85	9	46	109	0	69	44	113			9,392

**AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY**

Grade	Year	REPORTING CATEGORY			
		1. History	2. Geography and Culture	3. Government and Citizenship	4. Economics, Science, Technology, and Society
8	2010				
	2011				
	2012	24.7	28.3	26.3	26.9

**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
<b>8</b>	1	0.0	4	50.0	0	-	5	40.0
<b>ALL</b>	1	0.0	4	50.0	0	-	5	40.0

**PERFORMANCE IN 2012**

Grade (2010-11)	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
8 (61)	Beginning	10	16.7	10	16.7	10	16.7	3	6.8	3	7.0
	Intermediate	17	28.3	17	28.3	17	28.3	14	31.8	16	37.2
	Advanced	22	36.7	22	36.7	22	36.7	16	36.4	16	37.2
	Advanced High	11	18.3	11	18.3	11	18.3	11	25.0	8	18.6
ALL (61)	Beginning	10	16.7	10	16.7	10	16.7	3	6.8	3	7.0
	Intermediate	17	28.3	17	28.3	17	28.3	14	31.8	16	37.2
	Advanced	22	36.7	22	36.7	22	36.7	16	36.4	16	37.2
	Advanced High	11	18.3	11	18.3	11	18.3	11	25.0	8	18.6

**PROGRESSION FROM  
2011 TO 2012**

Number Rated Both Years	2012 Level	2011 Level			
		Beg	Int	Adv	Adv High
35  10 (28.6%)	Beginning	2			
	Intermediate	0	13		
	Advanced	0	2	10	
	Advanced High	0	0	8	
35  10 (28.6%)	Beginning	2			
	Intermediate	0	13		
	Advanced	0	2	10	
	Advanced High	0	0	8	

 Indicates students who progressed at least one level from 2011 to 2012.

**TESTS ADMINISTERED IN SEMESTER 1**

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

**LANGUAGE ARTS 8**

54	32.0	58.4	67.9	69.0	5.6	42.6	71.5	86.6
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**MATHEMATICS 8**

68	29.5	59.3	64.6	65.2	2.9	33.8	56.1	84.5
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**READING MASTERY 8**

77	41.8	61.2	76.4	78.1	23.4	61.0	72.7	89.1
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**SCIENCE 8 & SCIENCE 8 PRE-AP**

59	28.7	58.9	73.0	74.5	5.1	64.4	66.7	90.7
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**UNITED STATES STUDIES 8**

57	27.4	57.3	73.1	74.9	3.5	57.9	53.9	86.5
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**TESTS ADMINISTERED IN SEMESTER 2**

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

**LANGUAGE ARTS 8**

53	36.1	60.9	76.5	78.2	17.0	90.6	76.5	86.3
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**MATHEMATICS 8**

63	29.0	59.1	75.1	76.9	6.3	98.4	52.5	84.2
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**READING MASTERY 8**

90	45.2	63.4	68.3	68.9	31.1	46.7	81.8	86.7
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**SCIENCE 8 & SCIENCE 8 PRE-AP**

71	30.9	53.9	75.7	78.1	2.8	87.3	71.8	90.3
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**UNITED STATES STUDIES 8**

56	27.2	60.3	77.0	78.9	1.8	92.9	71.2	86.6
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