

A glowing lightbulb is the central focus of the cover, set against a dark, textured background. The lightbulb is illuminated from within, casting a soft glow and a shadow on the surface below it. The background has a subtle, repeating pattern of small, light-colored shapes.

Data Packet for 2013-14 planning

Dallas ISD

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School Number 11

VILLAGE FAIR (LACEY)

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

LOCAL ASSESSMENT

- 11. ACP Assessments of Course Performance

3. Notes Notes and Data Descriptions

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

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.

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	84
7	96
8	132
ALL	312

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	139	44.6	22	81.5
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	166	53.2	0	0.0
White	6	1.9	5	18.5
Multiple	1	0.3	0	0.0
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	312	100.0
Economically disadvantaged	268	85.9
Limited English proficient (LEP)	82	26.3
Special education	38	12.2
Talented and Gifted (TAG)	5	1.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2011	52	26	50.0	0	0.0	0	0.0	25	48.1	0	0.0	1	1.9
	2012	45	22	48.9	0	0.0	0	0.0	21	46.7	1	2.2	1	2.2
	2013	84	36	42.9	0	0.0	0	0.0	48	57.1	0	0.0	0	0.0
7	2011	103	46	44.7	1	1.0	0	0.0	48	46.6	6	5.8	2	1.9
	2012	83	42	50.6	0	0.0	0	0.0	39	47.0	1	1.2	0	0.0
	2013	96	44	45.8	0	0.0	0	0.0	50	52.1	1	1.0	1	1.0
8	2011	150	61	40.7	0	0.0	0	0.0	88	58.7	1	0.7	0	0.0
	2012	88	41	46.6	0	0.0	0	0.0	47	53.4	0	0.0	0	0.0
	2013	132	59	44.7	0	0.0	0	0.0	68	51.5	5	3.8	0	0.0
6-8	2011	305	133	43.6	1	0.3	0	0.0	161	52.8	7	2.3	3	1.0
	2012	216	105	48.6	0	0.0	0	0.0	107	49.5	2	0.9	1	0.5
	2013	312	139	44.6	0	0.0	0	0.0	166	53.2	6	1.9	1	0.3

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	52	48	92.3	9	17.3	9	17.3	32	61.5	0	0.0	7	13.5	80.8	19.2	13.5
	2012	45	43	95.6	12	26.7	7	15.6	45	100.0	3	6.7	8	17.8	68.9	31.1	20.0
	2013	84	76	90.5	30	35.7	8	9.5	84	100.0	5	6.0	6	7.1	72.6	27.4	13.1
7	2011	103	88	85.4	18	17.5	22	21.4	86	83.5	0	0.0	3	2.9	70.9	29.1	18.4
	2012	83	76	91.6	18	21.7	9	10.8	83	100.0	0	0.0	14	16.9	67.5	32.5	22.9
	2013	96	86	89.6	27	28.1	15	15.6	96	100.0	0	0.0	8	8.3	72.9	27.1	27.1
8	2011	150	133	88.7	40	26.7	16	10.7	125	83.3	0	0.0	4	2.7	76.7	23.3	18.7
	2012	88	77	87.5	14	15.9	15	17.0	88	100.0	0	0.0	16	18.2	76.1	23.9	17.0
	2013	132	106	80.3	25	18.9	15	11.4	132	100.0	0	0.0	16	12.1	67.4	32.6	12.9
6-8	2011	305	269	88.2	67	22.0	47	15.4	243	79.7	0	0.0	14	4.6	75.4	24.6	17.7
	2012	216	196	90.7	44	20.4	31	14.4	216	100.0	3	1.4	38	17.6	71.3	28.7	19.9
	2013	312	268	85.9	82	26.3	38	12.2	312	100.0	5	1.6	30	9.6	70.5	29.5	17.3

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	53	10,126	45	84.7	9,742	96.2	153	100.0	16.3	0	9,074	0.0	89.6
	2012	66	10,683	53	80.4	10,315	96.6	242	100.0	17.6	0	9,420	0.0	88.2
	2013	53	11,463	47	89.0	11,062	96.5	302	100.0	21.1	0	10,320	0.0	90.0
7	2011	104	10,058	79	76.1	9,589	95.3	291	100.0	21.9	0	8,791	0.0	87.4
	2012	92	10,204	63	68.3	9,727	95.3	355	100.0	23.8	0	8,576	0.0	84.0
	2013	71	10,542	57	79.7	10,116	96.0	460	100.0	24.5	0	9,357	0.0	88.8
8	2011	156	9,907	125	79.9	9,388	94.8	421	100.0	17.0	0	8,465	0.0	85.4
	2012	103	10,369	75	72.9	9,838	94.9	422	100.0	15.5	0	8,711	0.0	84.0
	2013	81	9,955	62	76.4	9,486	95.3	474	100.0	17.6	0	8,664	0.0	87.0
6-8	2011	312	30,091	248	79.5	28,719	95.4	865	100.0	18.4	0	26,330	0.0	87.5
	2012	261	31,256	191	73.2	29,880	95.6	1,019	100.0	18.9	0	26,707	0.0	85.4
	2013	205	31,960	166	80.8	30,665	96.0	1,236	100.0	21.1	0	28,341	0.0	88.7

Teachers: 27

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	22	81.5
Hispanic	0	0.0
White	5	18.5
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	14	51.9
Male	13	48.1

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2010-11	8.6	—
2011-12	6.1	65.8
2012-13	7.4	67.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.7
1	3	11.1
2	1	3.7
3	3	11.1
4	1	3.7
5	1	3.7
1-3	7	25.9
More than 3	19	70.4
1 - 5	9	33.3
6 - 10	9	33.3
11 - 20	7	25.9
More than 20	1	3.7

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		3	*	0		3	*
7	1	*	1	*	0		2	*
ALL	1	*	4	*	0		5	*

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

19	37.2	62.3	69.3	69.9	21.1	40.0	45.8	87.8
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LANGUAGE ARTS 7

32	39.9	66.6	66.7	66.7	28.1	55.6	51.4	87.1
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LANGUAGE ARTS 8

55	40.7	61.3	69.9	70.8	29.1	50.0	49.8	85.2
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MATH 7

33	28.2	61.5	64.4	64.6	9.1	32.1	49.1	83.1
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MATH 8

51	38.3	60.6	69.3	70.2	15.7	54.1	50.4	82.2
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MATHEMATICS 6

18	32.2	59.3	62.8	63.1	11.1	46.7	52.5	86.3
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SCIENCE 6

19	30.9	58.5	65.2	65.8	5.3	33.3	50.4	91.5
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SCIENCE 7 & SCIENCE 7 PRE-AP

35	46.2	64.1	67.5	67.9	25.7	46.7	61.0	88.8
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SCIENCE 8 & SCIENCE 8 PRE-AP

55	36.0	57.3	69.1	70.2	7.3	50.0	56.6	89.2
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SOCIAL STUDIES 6

18	33.8	55.9	63.9	64.8	11.1	33.3	37.5	88.9
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TEXAS STUDIES 7

32	32.8	64.0	67.3	67.7	15.6	51.7	45.4	89.9
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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

26	40.4	64.2	65.9	66.1	30.8	42.3	53.4	84.6
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LANGUAGE ARTS 7

45	42.0	61.3	65.6	65.9	26.7	43.9	62.8	82.7
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LANGUAGE ARTS 8

85	52.2	68.8	70.8	70.9	55.3	68.8	71.4	86.7
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MATH 7

51	31.6	61.3	63.5	63.7	13.7	27.7	56.2	80.1
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MATH 8

85	27.3	64.8	71.5	72.2	18.8	64.6	51.6	84.1
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MATHEMATICS 6

53	37.4	62.4	65.1	65.4	26.4	39.6	59.0	83.1
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SCIENCE 6

54	40.6	60.4	67.7	68.5	24.1	51.9	59.7	88.8
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SCIENCE 7 & SCIENCE 7 PRE-AP

49	44.1	65.0	67.4	67.6	30.6	48.9	71.3	87.1
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SCIENCE 8 & SCIENCE 8 PRE-AP

86	47.4	60.6	72.3	73.6	20.9	63.0	64.3	90.6
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SOCIAL STUDIES 6

52	38.3	58.8	67.4	68.3	17.3	55.8	59.0	88.6
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TEXAS STUDIES 7

51	32.5	65.1	67.8	68.0	15.7	51.1	61.2	88.3
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SEMESTER 1 TESTS

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

UNITED STATES STUDIES 8

48	34.5	58.2	69.3	70.5	10.4	58.3	50.3	86.3
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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

UNITED STATES STUDIES 8

84	38.7	62.5	69.7	70.5	17.9	60.0	55.8	85.7
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