

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 overall aesthetic is professional and thoughtful.

# Data Packet for 2013-14 planning

Dallas ISD

Evaluation & Assessment  
Office of Institutional Research

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August 23, 2013

School Number 29

SCGC AT VILLAGE FAIR

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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.

**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.
- PSAT scores range from 20 to 80. PSAT is administered once each year in October. 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 multiple years.)

**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
9	62
10	23
11	17
12	2
ALL	104

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	52	50.0	18	72.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	49	47.1	1	4.0
White	3	2.9	4	16.0
Multiple	0	0.0	0	0.0
Other* (teachers only)	—	—	2	8.0
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	104	100.0
Economically disadvantaged	89	85.6
Limited English proficient (LEP)	24	23.1
Special education	25	24.0
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	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
	2013	62	32	51.6	0	0.0	0	0.0	29	46.8	1	1.6	0	0.0
10	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
	2013	23	10	43.5	0	0.0	0	0.0	12	52.2	1	4.3	0	0.0
11	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
	2013	17	9	52.9	0	0.0	0	0.0	7	41.2	1	5.9	0	0.0
12	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
	2013	2	1	50.0	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0
9-12	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
	2013	104	52	50.0	0	0.0	0	0.0	49	47.1	3	2.9	0	0.0

**Enrollment (2)**

**Enrollment Statistics by Select Student Group**

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	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
	2013	62	56	90.3	16	25.8	17	27.4	62	100.0	0	0.0	2	3.2	88.7	11.3	24.2
10	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
	2013	23	17	73.9	6	26.1	5	21.7	23	100.0	0	0.0	3	13.0	78.3	21.7	4.3
11	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
	2013	17	14	82.4	1	5.9	2	11.8	17	100.0	0	0.0	0	0.0	82.4	17.6	5.9
12	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
	2013	2	2	100.0	1	50.0	1	50.0	2	100.0	0	0.0	0	0.0	100.0	0.0	0.0
9-12	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
	2013	104	89	85.6	24	23.1	25	24.0	104	100.0	0	0.0	5	4.8	85.6	14.4	16.3

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
9	2011	162	10,655	119	73.5	9,881	92.7	355	100.0	29.5	0	8,460	0.0	79.4
	2012	74	10,922	55	74.5	10,196	93.3	362	100.0	27.8	0	8,726	0.0	79.9
	2013	91	11,153	70	76.6	10,499	94.1	507	100.0	28.3	0	9,388	0.0	84.2
10	2011	94	9,679	70	73.8	9,027	93.3	211	100.0	18.7	0	8,048	0.0	83.2
	2012	45	9,007	34	74.8	8,431	93.6	231	100.0	20.6	0	7,332	0.0	81.4
	2013	36	9,331	28	78.3	8,812	94.4	260	100.0	20.5	0	8,042	0.0	86.2
11	2011	45	8,013	37	82.5	7,476	93.3	121	100.0	14.3	0	6,764	0.0	84.4
	2012	25	8,913	20	79.0	8,306	93.2	150	100.0	15.9	0	7,319	0.0	82.1
	2013	17	8,457	13	76.2	7,949	94.0	185	100.0	18.9	0	7,295	0.0	86.3
12	2011	26	7,836	21	81.0	7,300	93.2	77	100.0	10.9	0	6,655	0.0	84.9
	2012	15	8,178	11	74.8	7,571	92.6	115	100.0	12.6	0	6,742	0.0	82.4
	2013	19	8,199	15	81.7	7,661	93.4	125	100.0	14.9	0	7,269	0.0	88.7
9-12	2011	327	36,182	247	75.4	33,685	93.1	764	100.0	19.2	0	29,927	0.0	82.7
	2012	159	37,021	120	75.3	34,504	93.2	858	100.0	19.8	0	30,119	0.0	81.4
	2013	162	37,140	126	77.5	34,922	94.0	1,077	100.0	21.2	0	31,994	0.0	86.1



Teachers: 25

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	18	72.0
Hispanic	1	4.0
White	4	16.0
Multiple	0	0.0
Other	2	8.0

Gender	Number	Percentage
Female	15	60.0
Male	10	40.0

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2010-11	7.9	—
2011-12	6.1	65.7
2012-13	5.9	75.0

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	4.0
2	1	4.0
3	0	0.0
4	6	24.0
5	0	0.0
1-3	2	8.0
More than 3	23	92.0
1 - 5	8	32.0
6 - 10	4	16.0
11 - 20	8	32.0
More than 20	5	20.0

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
9	0		1	*	0		1	*
ALL	0		1	*	0		1	*

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 2010	6	24		1	*		5	*		0			0			2,980	36	
		Fall 2011	1	*		0			1	*		0			0			1,979	39	
		Fall 2012	4	*		2	*		2	*		0			0			1,851	39	
	Mathematics	Fall 2010	6	29		1	*		5	*		0			0			2,980	40	
		Fall 2011	1	*		0			1	*		0			0			1,979	40	
		Fall 2012	4	*		2	*		2	*		0			0			1,851	40	
	Writing	Fall 2010	6	24		1	*		5	*		0			0			2,980	34	
		Fall 2011	1	*		0			1	*		0			0			1,979	39	
		Fall 2012	4	*		2	*		2	*		0			0			1,851	39	
10	Critical Reading	Fall 2010	28	34	14.3	10	31	0.0	17	35	17.6	1	*	*	0			8,638	36	25.4
		Fall 2011	9	32	0.0	5	*	*	4	*	*	0			0			7,988	36	25.4
		Fall 2012	12	33	8.3	3	*	*	8	34	12.5	1	*	*	0			7,737	37	24.5
	Mathematics	Fall 2010	28	37	21.4	10	32	10.0	17	40	29.4	1	*	*	0			8,638	39	32.9
		Fall 2011	9	31	22.2	5	*	*	4	*	*	0			0			7,988	38	24.5
		Fall 2012	12	33	0.0	3	*	*	8	32	0.0	1	*	*	0			7,737	39	26.0
	Writing	Fall 2010	28	30	17.9	10	27	0.0	17	32	29.4	1	*	*	0			8,638	34	16.6
		Fall 2011	9	28	11.1	5	*	*	4	*	*	0			0			7,988	36	22.7
		Fall 2012	12	29	8.3	3	*	*	8	30	0.0	1	*	*	0			7,737	37	25.0
11	Critical Reading	Fall 2010	14	31	0.0	6	29	0.0	8	32	0.0	0			0			5,224	40	29.5
		Fall 2011	5	*	*	1	*	*	4	*	*	0			0			3,980	41	33.2
		Fall 2012	7	36	14.3	3	*	*	3	*	*	1	*	*	0			4,079	41	26.8
	Mathematics	Fall 2010	14	35	0.0	6	34	0.0	8	35	0.0	0			0			5,224	43	35.2
		Fall 2011	5	*	*	1	*	*	4	*	*	0			0			3,980	43	38.0
		Fall 2012	7	41	14.3	3	*	*	3	*	*	1	*	*	0			4,079	43	32.0
	Writing	Fall 2010	14	30	0.0	6	30	0.0	8	30	0.0	0			0			5,224	38	22.6
		Fall 2011	5	*	*	1	*	*	4	*	*	0			0			3,980	40	28.7
		Fall 2012	7	34	28.6	3	*	*	3	*	*	1	*	*	0			4,079	41	31.9

\*See the NOTES report for information about college readiness benchmarks set by The College Board for PSAT

**SEMESTER 1 TESTS**

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

**ALGEBRA I**

27	27.2	61.7			7.4		42.6	80.1
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**ALGEBRA II**

7	39.7	63.8			28.6		43.4	84.6
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**BIOLOGY**

34	29.6	65.4			8.8		37.3	79.4
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**CHEMISTRY**

23	30.7	62.9			8.7		30.7	76.9
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**ENGLISH I**

31	45.7	58.2			22.6		42.1	81.8
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**ENGLISH II**

18	58.9	68.4			66.7		47.8	84.9
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**ENGLISH III**

12	49.7	61.3			25.0		43.1	85.4
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**ENGLISH IV**

4	*	*			*		50.7	*
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**GEOMETRY**

22	38.8	66.6			36.4		48.6	83.0
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**MATH MODELS W/APPLICATIONS**

5	*	*			*		51.5	*
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**PHYSICS**

10	27.5	62.5	49.0	48.1	0.0		33.0	83.5
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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

**ALGEBRA I**

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**ALGEBRA II**

6	29.5	58.5			16.7		51.1	86.4
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**BIOLOGY**

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**CHEMISTRY**

2	*	*			*		54.7	*
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**ENGLISH I**

25	49.9	61.4			36.0		59.6	85.5
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**ENGLISH II**

18	47.7	61.7			27.8		60.1	85.0
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**ENGLISH III**

10	57.0	62.1			30.0		54.8	85.6
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**ENGLISH IV**

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**GEOMETRY**

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**MATH MODELS W/APPLICATIONS**

5	*	*			*		59.7	*
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**PHYSICS**

6	36.2	66.4			33.3		53.9	86.0
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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

**PRE-CALCULUS**

4	*	*			*		57.4	*
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**U.S. HISTORY**

14	43.7	55.6			7.1		46.4	89.0
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**WEB DESIGN**

2	*	*			*		62.0	*
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**WORLD GEOGRAPHY**

30	41.8	61.2			23.3		49.2	86.9
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**WORLD HISTORY**

23	40.6	64.3			34.8		38.5	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

**PRE-CALCULUS**

1	*	*			*		52.0	*
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**U.S. HISTORY**

10	51.6	67.7			40.0		66.1	90.8
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**WEB DESIGN**

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**WORLD GEOGRAPHY**

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**WORLD HISTORY**

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