

DATA PACKET

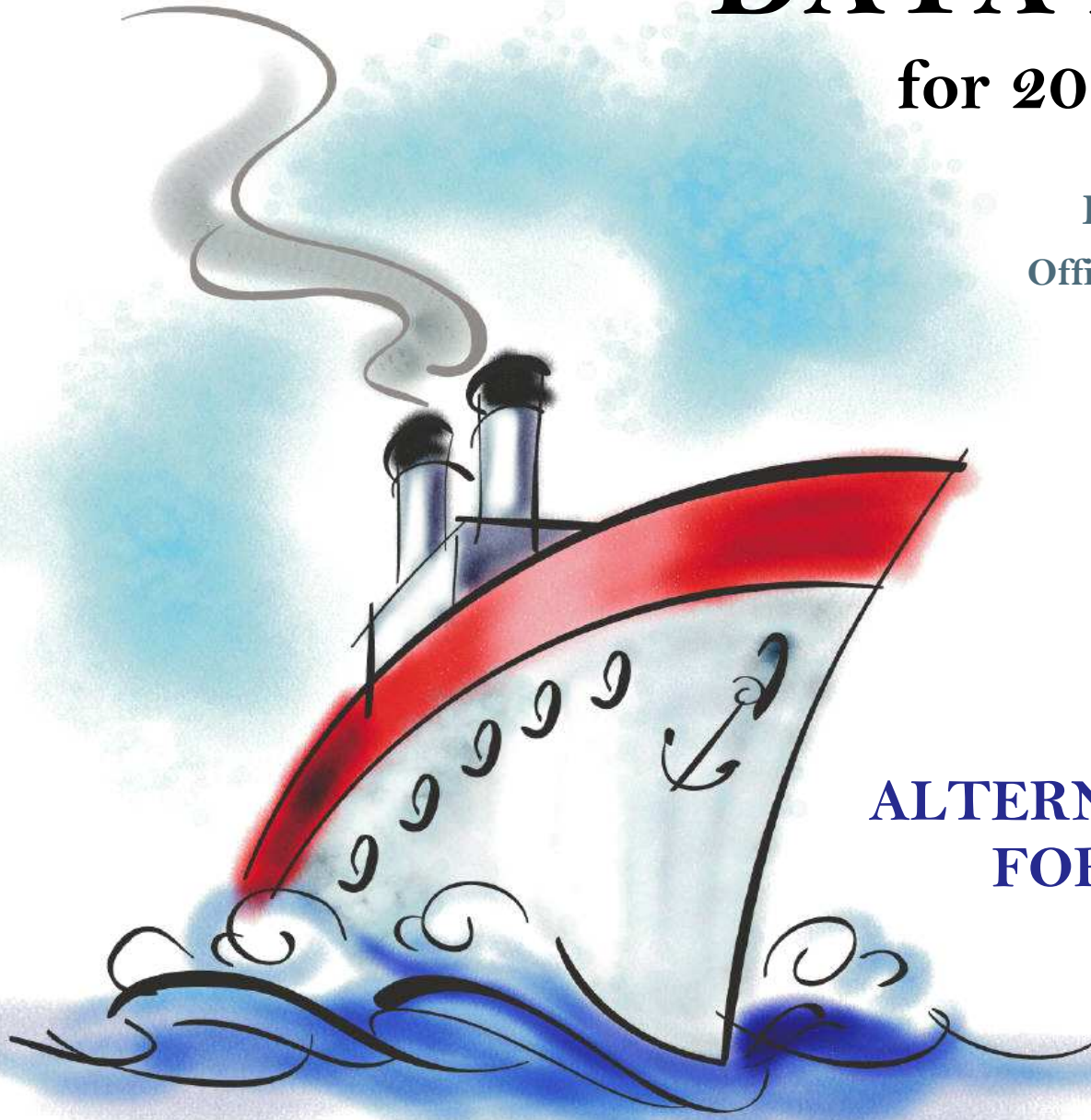
for 2014-15 planning

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School Number 11

**LEARNING
ALTERNATIVE CENTER
FOR EMPOWERING
YOUTH**



Dallas Independent School District

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2013-14 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 from the district's Public Education Information Management System (PEIMS) submission to the TEA.

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 2013-14. They are counted as new if not enrolled in a district campus before the last day of the 2012-13 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 2012-13 and 2013-14.

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 and in attendance for a minimum number of instructional days in at least one course at the school between the beginning of the school year and the first day of the main STAAR testing period. The minimum number varies depending on the school year's calendar, but is typically around 130 days.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- 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.

- 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 English 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. Additional details provided in report footnotes.
- Beginning in 2014, EOC Reading and EOC Writing tests were replaced with EOC English tests.

ACP

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- The ACPs are semester exams administered in grades K-12. Not all courses have ACPs. In MIDDLE and HIGH school, ACP results 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. In ELEMENTARY school, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in data packets for elementary 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	48
7	86
8	65
ALL	199

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	60	30.2	21	84.0
American Indian/Alaska Native	2	1.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	133	66.8	0	0.0
White	3	1.5	4	16.0
Multiple	1	0.5	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	199	100.0
Economically disadvantaged	163	81.9
Limited English proficient (LEP)	78	39.2
Special education	34	17.1
Talented and Gifted (TAG)	1	0.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	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
	2014	48	11	22.9	1	2.1	0	0.0	35	72.9	0	0.0	1	2.1
7	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
	2014	86	30	34.9	1	1.2	0	0.0	53	61.6	2	2.3	0	0.0
8	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
	2014	65	19	29.2	0	0.0	0	0.0	45	69.2	1	1.5	0	0.0
6-8	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
	2014	199	60	30.2	2	1.0	0	0.0	133	66.8	3	1.5	1	0.5

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	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
	2014	48	40	83.3	23	47.9	9	18.8	48	100.0	1	2.1	4	8.3	70.8	29.2	22.9
7	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
	2014	86	72	83.7	32	37.2	13	15.1	86	100.0	0	0.0	9	10.5	69.8	30.2	11.6
8	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
	2014	65	51	78.5	23	35.4	12	18.5	65	100.0	0	0.0	6	9.2	73.8	26.2	13.8
6-8	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
	2014	199	163	81.9	78	39.2	34	17.1	199	100.0	1	0.5	19	9.5	71.4	28.6	15.1

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
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
	2014	52	10,808	45	85.0	10,413	96.3	242	100.0	20.0	0	9,554	0.0	88.4
7	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
	2014	82	11,195	62	74.8	10,729	95.8	408	100.0	22.1	0	9,852	0.0	88.0
8	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
	2014	79	10,449	60	76.1	9,970	95.4	382	100.0	13.1	0	9,097	0.0	87.1
6-8	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
	2014	214	32,451	167	77.8	31,112	95.9	1,032	100.0	18.5	0	28,503	0.0	87.8

Teachers: 25

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	21	84.0
Hispanic	0	0.0
White	4	16.0
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	13	52.0
Male	12	48.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2011-12	5.7	—
2012-13	7.4	67.7
2013-14	8.5	81.5

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	4.0
1	1	4.0
2	2	8.0
3	3	12.0
4	0	0.0
5	2	8.0
1-3	6	24.0
More than 3	18	72.0
1 - 5	8	32.0
6 - 10	4	16.0
11 - 20	9	36.0
More than 20	3	12.0

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2013		Level 2 in 2013		Level 3 in 2013		Levels 1-3 in 2013	
	Number Tested Both Years	Percentage Improved in 2014	Number Tested Both Years	Percentage Improved in 2014	Number Tested Both Years	Percentage Improved in 2014	Number Tested Both Years	Percentage Improved in 2014
6	1	*	1	*	0		2	*
7	1	*	0		0		1	*
ALL	2	*	1	*	0		3	*

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

23	40.0	64.0	64.9	65.0	30.4	26.3	51.1	88.5
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LANGUAGE ARTS 7

40	34.8	65.0	65.0	65.0	22.5	33.3	52.3	86.0
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LANGUAGE ARTS 8

33	46.9	65.4	64.0	63.9	39.4	30.0	56.7	87.7
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MATHEMATICS 6

23	24.7	65.2	62.8	62.5	13.0	13.6	45.6	86.2
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MATHEMATICS 7

38	25.2	63.8	66.7	67.0	7.9	41.7	49.3	84.8
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MATHEMATICS 8

34	39.9	61.6	70.4	71.4	14.7	60.0	51.9	84.5
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PHYSICAL EDUCATION 6

22	65.1	78.9	80.7	50.0	93.8	74.0	99.1
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PHYSICAL EDUCATION 7 & 8

8	68.0	77.0	77.6	37.5	83.3	83.6	98.3
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SCIENCE 6

23	34.2	60.5	64.5	65.0	8.7	22.7	59.9	91.6
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SCIENCE 7

40	34.7	60.0	64.7	65.2	15.0	30.8	51.0	85.7
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SCIENCE 8 & SCIENCE 8 PRE-AP

33	38.1	58.7	66.7	67.5	15.2	36.7	64.6	90.4
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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

35	41.3	64.1	63.6	63.5	28.6	31.4	56.8	85.3
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LANGUAGE ARTS 7

62	46.8	63.7	62.0	61.8	35.5	36.7	59.3	82.9
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LANGUAGE ARTS 8

40	53.3	67.4	70.2	70.5	47.5	58.3	72.6	85.9
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MATHEMATICS 6

33	30.3	64.6	63.6	63.5	9.1	27.3	42.2	81.1
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MATHEMATICS 7

66	32.6	62.6	64.3	64.5	16.7	35.9	50.1	79.6
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MATHEMATICS 8

37	39.8	63.9	69.3	69.9	18.9	58.8	51.9	85.4
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PHYSICAL EDUCATION 6

28	70.9	81.9	82.9	42.9	100.0	82.8	99.0
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PHYSICAL EDUCATION 7 & 8

18	72.9	84.2	85.6	72.2	92.9	88.6	97.2
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SCIENCE 6

35	36.3	59.3	67.4	68.2	14.3	38.2	57.7	87.5
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SCIENCE 7

61	43.9	65.7	66.2	66.2	39.3	46.6	71.7	85.1
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SCIENCE 8 & SCIENCE 8 PRE-AP

40	42.4	59.8	70.5	71.7	20.0	58.3	64.5	88.8
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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

SOCIAL STUDIES 6

24	33.2	58.2	60.1	60.4	8.3	27.3	42.8	90.4
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TECHNOLOGY APPLICATIONS

9	34.4	60.7	67.8	68.6	0.0	50.0	60.4	93.7
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TEXAS STUDIES 7

39	32.0	62.2	64.2	64.5	12.8	42.1	49.3	87.3
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U.S. STUDIES 8

34	37.4	63.9	65.6	65.8	26.5	48.4	50.5	85.9
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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

SOCIAL STUDIES 6

34	39.2	59.5	63.2	63.6	17.6	36.4	56.1	86.5
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TECHNOLOGY APPLICATIONS

28	39.0	62.7	76.1	77.2	14.3	72.7	65.5	89.7
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TEXAS STUDIES 7

66	35.6	65.5	64.9	64.8	27.3	42.9	59.9	84.9
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U.S. STUDIES 8

38	41.6	61.1	70.5	71.5	18.4	54.3	54.3	84.4
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