

DATA PACKET

for 2014-15 planning

Evaluation & Assessment
Office of Institutional Research

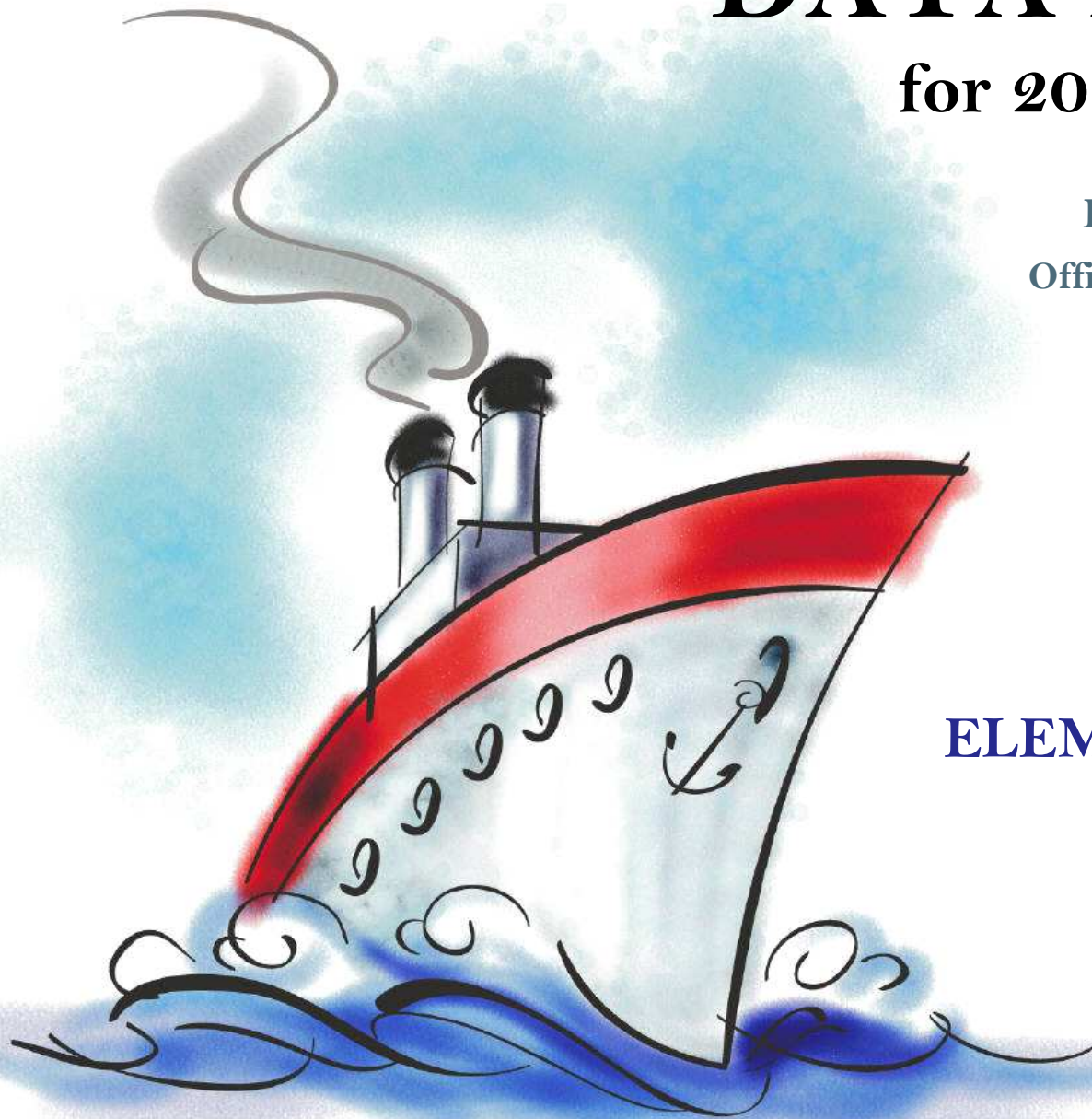
<http://mydata.dallasisd.org>

OIR@dallasisd.org

August 21, 2014

School Number 241

**ELEMENTARY DAEP-
DALLAS**



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
1	1
2	2
3	1
4	3
5	6
ALL	13

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	6	46.2	3	60.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	6	46.2	1	20.0
White	1	7.7	0	0.0
Multiple	0	0.0	1	20.0
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	13	100.0
Economically disadvantaged	9	69.2
Limited English proficient (LEP)	4	30.8
Special education	3	23.1
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	%
1	2012													
	2013	3	1	33.3	0	0.0	0	0.0	0	0.0	2	66.7	0	0.0
	2014	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	2012	2	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2013	1	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
	2014	2	1	50.0	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0
3	2012	1	1	100.0	0	0.0	0	0.0	0	0.0	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
	2014	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4	2012	4	2	50.0	0	0.0	0	0.0	2	50.0	0	0.0	0	0.0
	2013	6	5	83.3	0	0.0	0	0.0	1	16.7	0	0.0	0	0.0
	2014	3	1	33.3	0	0.0	0	0.0	1	33.3	1	33.3	0	0.0
5	2012	5	3	60.0	0	0.0	0	0.0	2	40.0	0	0.0	0	0.0
	2013	10	4	40.0	0	0.0	0	0.0	6	60.0	0	0.0	0	0.0
	2014	6	2	33.3	0	0.0	0	0.0	4	66.7	0	0.0	0	0.0
5	2012	13	9	69.2	0	0.0	0	0.0	4	30.8	0	0.0	0	0.0
	2013	22	11	50.0	0	0.0	0	0.0	9	40.9	2	9.1	0	0.0
	2014	13	6	46.2	0	0.0	0	0.0	6	46.2	1	7.7	0	0.0

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	
1	2012																
	2013	3	2	66.7	0	0.0	0	0.0	3	100.0	0	0.0	0	0.0	100.0	0.0	0.0
	2014	1	1	100.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	100.0	0.0	0.0
2	2012	2	2	100.0	0	0.0	0	0.0	2	100.0	1	50.0	0	0.0	100.0	0.0	0.0
	2013	1	1	100.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	100.0	0.0	0.0
	2014	2	1	50.0	1	50.0	0	0.0	2	100.0	0	0.0	1	50.0	100.0	0.0	0.0
3	2012	1	1	100.0	0	0.0	1	100.0	1	100.0	0	0.0	1	100.0	100.0	0.0	0.0
	2013	2	2	100.0	1	50.0	0	0.0	2	100.0	0	0.0	0	0.0	100.0	0.0	0.0
	2014	1	1	100.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	100.0	0.0	0.0
4	2012	4	4	100.0	1	25.0	1	25.0	4	100.0	0	0.0	2	50.0	100.0	0.0	0.0
	2013	6	6	100.0	1	16.7	1	16.7	6	100.0	0	0.0	0	0.0	83.3	16.7	0.0
	2014	3	2	66.7	0	0.0	2	66.7	3	100.0	0	0.0	1	33.3	100.0	0.0	0.0
5	2012	5	5	100.0	0	0.0	2	40.0	5	100.0	0	0.0	0	0.0	100.0	0.0	0.0
	2013	10	10	100.0	2	20.0	1	10.0	10	100.0	0	0.0	0	0.0	80.0	20.0	0.0
	2014	6	4	66.7	3	50.0	1	16.7	6	100.0	0	0.0	2	33.3	66.7	33.3	0.0
5	2012	13	13	100.0	1	7.7	4	30.8	13	100.0	1	7.7	4	30.8	100.0	0.0	0.0
	2013	22	21	95.5	4	18.2	2	9.1	22	100.0	0	0.0	0	0.0	86.4	13.6	0.0
	2014	13	9	69.2	4	30.8	3	23.1	13	100.0	0	0.0	4	30.8	84.6	15.4	0.0

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
1	2012	2	14,026	2	90.6	13,533	96.5	6	100.0	18.3	0	12,292	0.0	87.6
	2013	2	14,140	2	86.2	13,578	96.0	7	100.0	18.7	0	12,528	0.0	88.6
	2014	1	14,262	1	95.0	13,732	96.3	6	100.0	19.2	0	12,149	0.0	85.2
2	2012	2	13,338	2	87.7	12,932	97.0	11	100.0	16.8	0	11,883	0.0	89.1
	2013		13,555			13,077	96.5			17.1		12,206		90.0
	2014	1	13,652	1	95.5	13,209	96.8	5	100.0	17.0	1	11,868	100.0	86.9
3	2012	0	12,874	0	100.0	12,508	97.2	7	100.0	15.5	0	11,592	0.0	90.0
	2013	0	12,879	0	91.3	12,466	96.8	9	100.0	15.9	0	11,710	0.0	90.9
	2014	2	13,159	2	94.6	12,763	97.0	10	100.0	17.3	0	11,491	0.0	87.3
4	2012	9	12,493	9	94.8	12,139	97.2	50	100.0	16.6	0	11,218	0.0	89.8
	2013	7	12,406	6	91.7	12,029	97.0	74	100.0	16.5	0	11,339	0.0	91.4
	2014	4	12,543	4	90.5	12,180	97.1	38	100.0	16.3	0	11,075	0.0	88.3
5	2012	17	12,562	16	94.3	12,220	97.3	74	100.0	5.3	0	11,364	0.0	90.5
	2013	3	12,053	3	95.8	11,696	97.0	66	100.0	6.2	0	11,075	0.0	91.9
	2014	8	12,130	7	92.7	11,795	97.2	46	100.0	5.4	0	10,790	0.0	89.0
5	2012	43	89,609	40	92.8	86,734	96.8	183	100.0	15.8	0	79,500	0.0	88.7
	2013	12	90,563	11	91.8	87,318	96.4	166	100.0	16.6	0	81,356	0.0	89.8
	2014	16	90,172	15	92.6	87,148	96.6	105	100.0	16.5	1	78,198	6.2	86.7

Teachers: 5

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	60.0
Hispanic	1	20.0
White	0	0.0
Multiple	1	20.0
Other	0	0.0

Gender	Number	Percentage
Female	4	80.0
Male	1	20.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2011-12	5.1	—
2012-13	10.5	42.9
2013-14	8.1	100.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	0	0.0
2	0	0.0
3	0	0.0
4	0	0.0
5	1	20.0
1-3	0	0.0
More than 3	5	100.0
1 - 5	1	20.0
6 - 10	1	20.0
11 - 20	1	20.0
More than 20	2	40.0

SEMESTER 1 TESTS

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

GRADE 1 MATHEMATICS

1	*	*			*		88.8	
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GRADE 1 READING

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GRADE 2 MATHEMATICS

3	*	*	*		*	*	80.4	*
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GRADE 2 READING

3	*	*	*		*	*	73.6	*
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GRADE 3 LANGUAGE ARTS

1	*	*	*		*	*	57.8	*
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GRADE 3 MATHEMATICS

1	*	*			*		51.5	*
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GRADE 3 PHYSICAL EDUCATION

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GRADE 3 READING

1	*	*	*		*	*	55.3	*
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GRADE 3 SCIENCE

1	*	*	*		*	*	53.2	*
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GRADE 3 SOCIAL STUDIES

1	*	*	*		*	*	61.3	*
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GRADE 4 LANGUAGE ARTS

2	*	*	*		*	*	57.7	*
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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

GRADE 1 MATHEMATICS

1	*	*			*		87.1	
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GRADE 1 READING

1	*	*			*		79.6	
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GRADE 2 MATHEMATICS

1	*	*			*		75.6	*
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GRADE 2 READING

1	*	*			*		65.3	*
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GRADE 3 LANGUAGE ARTS

1	*	*	*		*	*	63.0	*
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GRADE 3 MATHEMATICS

1	*	*	*		*	*	55.5	*
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GRADE 3 PHYSICAL EDUCATION

1	*	*	*		*	*	93.6	*
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GRADE 3 READING

1	*	*			*		56.4	*
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GRADE 3 SCIENCE

1	*	*	*		*	*	56.3	*
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GRADE 3 SOCIAL STUDIES

1	*	*	*		*	*	50.2	*
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GRADE 4 LANGUAGE ARTS

4	*	*	*		*	*	63.8	*
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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

GRADE 4 MATHEMATICS

2	*	*	*		*	*	55.0	*
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GRADE 4 READING

2	*	*	*		*	*	54.2	*
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GRADE 4 SCIENCE

2	*	*	*		*	*	52.1	*
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GRADE 4 SOCIAL STUDIES

2	*	*	*		*	*	37.8	*
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GRADE 5 LANGUAGE ARTS

2	*	*	*		*	*	77.2	*
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GRADE 5 MATHEMATICS

1	*	*	*		*	*	53.7	*
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GRADE 5 READING

2	*	*	*		*	*	62.9	*
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GRADE 5 SCIENCE

1	*	*	*		*	*	50.8	*
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GRADE 5 SOCIAL STUDIES

1	*	*	*		*	*	48.2	*
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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

GRADE 4 MATHEMATICS

4	*	*	*		*	*	62.3	*
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GRADE 4 READING

4	*	*	*		*	*	58.4	*
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GRADE 4 SCIENCE

4	*	*	*		*	*	56.9	*
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GRADE 4 SOCIAL STUDIES

5	*	*	*		*	*	38.7	*
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GRADE 5 LANGUAGE ARTS

7	60.7	65.3	83.0		42.9	100.0	69.6	94.1
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GRADE 5 MATHEMATICS

7	33.2	61.5	84.7		28.6	100.0	59.7	90.2
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GRADE 5 READING

9	46.1	60.6	76.0		22.2	100.0	63.1	90.0
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GRADE 5 SCIENCE

10	50.8	56.6	79.0		20.0	100.0	63.6	93.2
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GRADE 5 SOCIAL STUDIES

10	32.3	60.2	76.0		10.0	100.0	53.5	96.0
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