

DATA PACKET

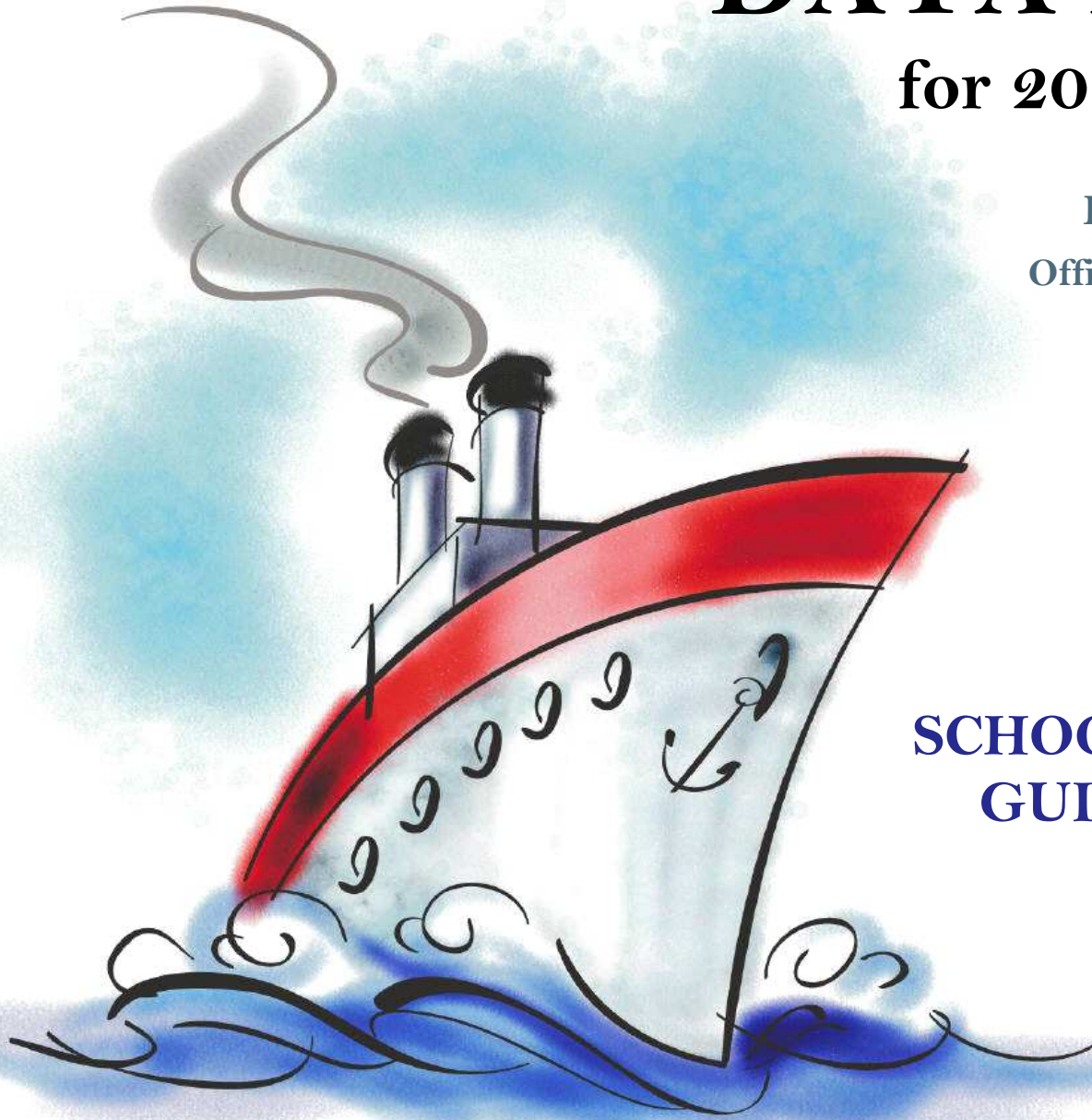
for 2014-15 planning

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School Number 29

**SCHOOL COMMUNITY
GUIDANCE CENTER**



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.

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, Grade 12 “Enrollment” as reported in Enrollment (1) and Enrollment (2) reports. For PSAT, the denominator for “Percent Tested” is grade-level enrollment as reported in 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.)
- PSAT/NMSQT College and Career Readiness Benchmarks are the scores associated with a 65 percent likelihood of achieving a B- first-year college GPA. The College Board has determined PSAT benchmark scores separately for grades 10 and 11 in each subject. For grade 10, the benchmarks are critical reading: 42, mathematics: 44, writing: 42. For grade 11, the benchmarks are critical reading: 45, mathematics: 47, writing: 45. There are no benchmarks for grade 9.

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
9	54
10	29
11	18
12	2
ALL	103

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	42	40.8	21	77.8
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	53	51.5	2	7.4
White	6	5.8	2	7.4
Multiple	2	1.9	0	0.0
Other* (teachers only)	—	—	2	7.4
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	103	100.0
Economically disadvantaged	85	82.5
Limited English proficient (LEP)	17	16.5
Special education	17	16.5
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	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
	2014	54	25	46.3	0	0.0	0	0.0	24	44.4	3	5.6	2	3.7
10	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
	2014	29	11	37.9	0	0.0	0	0.0	16	55.2	2	6.9	0	0.0
11	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
	2014	18	6	33.3	0	0.0	0	0.0	11	61.1	1	5.6	0	0.0
12	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
	2014	2	0	0.0	0	0.0	0	0.0	2	100.0	0	0.0	0	0.0
9-12	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
	2014	103	42	40.8	0	0.0	0	0.0	53	51.5	6	5.8	2	1.9

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	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
	2014	54	44	81.5	7	13.0	8	14.8	54	100.0	0	0.0	6	11.1	87.0	13.0	22.2
10	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
	2014	29	24	82.8	5	17.2	5	17.2	29	100.0	0	0.0	7	24.1	72.4	27.6	13.8
11	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
	2014	18	15	83.3	4	22.2	3	16.7	18	100.0	0	0.0	2	11.1	83.3	16.7	22.2
12	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
	2014	2	2	100.0	1	50.0	1	50.0	2	100.0	0	0.0	0	0.0	50.0	50.0	0.0
9-12	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
	2014	103	85	82.5	17	16.5	17	16.5	103	100.0	0	0.0	15	14.6	81.6	18.4	19.4

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	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
	2014	80	10,850	59	73.8	10,242	94.4	425	100.0	28.4	1	9,091	1.3	83.8
10	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
	2014	45	9,898	36	79.2	9,367	94.6	286	100.0	20.3	0	8,628	0.0	87.2
11	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
	2014	32	8,467	26	80.6	8,005	94.5	170	100.0	18.1	0	7,476	0.0	88.3
12	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
	2014	16	7,886	13	81.6	7,407	93.9	139	100.0	15.2	0	7,027	0.0	89.1
9-12	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
	2014	173	37,101	134	77.2	35,021	94.4	1,020	100.0	21.1	1	32,222	0.6	86.8

Teachers: 27

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	21	77.8
Hispanic	2	7.4
White	2	7.4
Multiple	0	0.0
Other	2	7.4

Gender	Number	Percentage
Female	16	59.3
Male	11	40.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2011-12	6.3	—
2012-13	5.9	75.0
2013-14	8.4	88.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.7
1	1	3.7
2	1	3.7
3	1	3.7
4	3	11.1
5	2	7.4
1-3	3	11.1
More than 3	23	85.2
1 - 5	8	29.6
6 - 10	3	11.1
11 - 20	7	25.9
More than 20	8	29.6

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
9	1	*	1	*	0		2	*
ALL	1	*	1	*	0		2	*

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	2011	1	*		0			1	*		0			0			1,979	39	
		2012	3	*		0			3	*		0			0			1,924	39	
		2013	6	30		1	*		5	*		0			0			1,788	39	
	Mathematics	2011	1	*		0			1	*		0			0			1,979	40	
		2012	3	*		0			3	*		0			0			1,924	40	
		2013	6	34		1	*		5	*		0			0			1,788	40	
	Writing	2011	1	*		0			1	*		0			0			1,979	39	
		2012	3	*		0			3	*		0			0			1,924	39	
		2013	6	28		1	*		5	*		0			0			1,788	39	
10	Critical Reading	2011	9	32	0.0	5	*	*	4	*	*	0			0			7,988	36	25.4
		2012	6	35	16.7	4	*	*	2	*	*	0			0			8,427	37	23.1
		2013	12	31	0.0	8	30	0.0	4	*	*	0			0			8,854	36	23.3
	Mathematics	2011	9	31	22.2	5	*	*	4	*	*	0			0			7,988	38	24.5
		2012	6	33	0.0	4	*	*	2	*	*	0			0			8,427	38	24.5
		2013	12	33	8.3	8	32	0.0	4	*	*	0			0			8,854	37	19.6
	Writing	2011	9	28	11.1	5	*	*	4	*	*	0			0			7,988	36	22.7
		2012	6	28	0.0	4	*	*	2	*	*	0			0			8,427	37	23.7
		2013	12	32	0.0	8	33	0.0	4	*	*	0			0			8,854	36	21.0
11	Critical Reading	2011	5	*	*	1	*	*	4	*	*	0			0			3,980	41	33.2
		2012	2	*	*	1	*	*	1	*	*	0			0			4,007	41	27.4
		2013	3	*	*	1	*	*	2	*	*	0			0			3,787	42	32.8
	Mathematics	2011	5	*	*	1	*	*	4	*	*	0			0			3,980	43	38.0
		2012	2	*	*	1	*	*	1	*	*	0			0			4,007	43	33.0
		2013	3	*	*	1	*	*	2	*	*	0			0			3,787	44	33.1
	Writing	2011	5	*	*	1	*	*	4	*	*	0			0			3,980	40	28.7
		2012	2	*	*	1	*	*	1	*	*	0			0			4,007	41	33.0
		2013	3	*	*	1	*	*	2	*	*	0			0			3,787	41	32.5

*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

9	27.1	62.9			0.0		41.1	81.4
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ALGEBRA II

7	30.2	65.1			14.3		47.9	86.0
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ALGEBRA II PRE-AP

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BIOLOGY

13	39.6	66.5			46.2		61.9	82.5
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CHEMISTRY

4	*	*			*		49.7	*
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CHEMISTRY PRE-AP

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ENGLISH I

10	38.9	62.6			10.0		50.7	84.8
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ENGLISH II

6	46.7	64.5			50.0		59.6	83.5
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ENGLISH II FOR ESL

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ENGLISH II PRE-AP

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ENGLISH III

7	50.7	64.8			28.6		55.7	89.1
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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

9	27.9	62.7	69.3	70.5	0.0	55.6	55.9	84.7
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ALGEBRA II PRE-AP

1	*	*	*	*	*	*	69.3	*
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BIOLOGY

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CHEMISTRY

18	32.7	59.6	68.1	69.5	5.6	41.2	59.3	78.5
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CHEMISTRY PRE-AP

1	*	*	*	*	*	*	68.3	*
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ENGLISH I

26	51.7	67.0	69.1	69.5	42.3	68.2	58.2	81.7
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ENGLISH II

14	47.5	63.3	74.8	76.5	28.6	81.8	61.3	80.9
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ENGLISH II FOR ESL

1	*	*	*	*	*	*	62.3	*
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ENGLISH II PRE-AP

2	*	*	*	*	*	*	72.2	*
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ENGLISH III

16	64.9	70.8	74.0	74.4	68.8	78.6	52.9	82.6
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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

ENGLISH IV

1	*	*			*		67.9	*
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GEOMETRY

4	*	*			*		61.9	*
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GEOMETRY PRE-AP

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GOVERNMENT

1	*	*			*		58.9	*
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HS HEALTH EDUCATION

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MATH MODELS W/APPLICATIONS

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PHYSICS

4	*	*			*		37.8	*
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PRE-CALCULUS

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READING III FOR ESL

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SPANISH FOR NATIVE SPEAKERS I

1	*	*			*		64.4	*
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SPANISH FOR NATIVE SPEAKERS II

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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

ENGLISH IV

1	*	*	*	*	*	*	63.2	*
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GEOMETRY

16	40.3	68.0	74.5	75.8	50.0	84.6	66.7	79.7
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GEOMETRY PRE-AP

1	*	*	*	*	*	*	66.0	*
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GOVERNMENT

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HS HEALTH EDUCATION

5	*	*	*	*	*	*	76.7	*
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MATH MODELS W/APPLICATIONS

2	*	*	*	*	*	*	58.5	*
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PHYSICS

11	33.6	65.0	70.9	71.9	18.2	63.6	53.6	82.4
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PRE-CALCULUS

2	*	*	*	*	*	*	48.2	*
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READING III FOR ESL

1	*	*	*	*	*	*	64.7	*
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SPANISH FOR NATIVE SPEAKERS I

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SPANISH FOR NATIVE SPEAKERS II

3	*	*	*	*	*	*	69.8	*
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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

SPANISH I

7	67.4	78.3			71.4		71.3	91.2
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SPANISH II

3	*	*			*		72.2	*
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U.S. HISTORY

5	*	*			*		51.5	*
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WORLD GEOGRAPHY

10	37.4	63.2			20.0		48.7	86.7
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WORLD GEOGRAPHY PRE-AP

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WORLD HISTORY

5	*	*			*		48.3	*
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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

SPANISH I

11	47.0	64.7	68.5	69.2	27.3	54.5	72.9	84.3
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SPANISH II

12	57.3	71.5	68.7	67.8	58.3	63.6	76.5	89.2
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U.S. HISTORY

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WORLD GEOGRAPHY

24	44.5	66.7	69.3	69.7	41.7	57.1	57.7	82.9
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WORLD GEOGRAPHY PRE-AP

1	*	*	*	*	*		79.5	*
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WORLD HISTORY

18	46.6	64.4	76.5	78.6	22.2	93.8	58.5	85.3
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