

DATA PACKET

for 2015-16 planning

Evaluation & Assessment
Office of Institutional Research

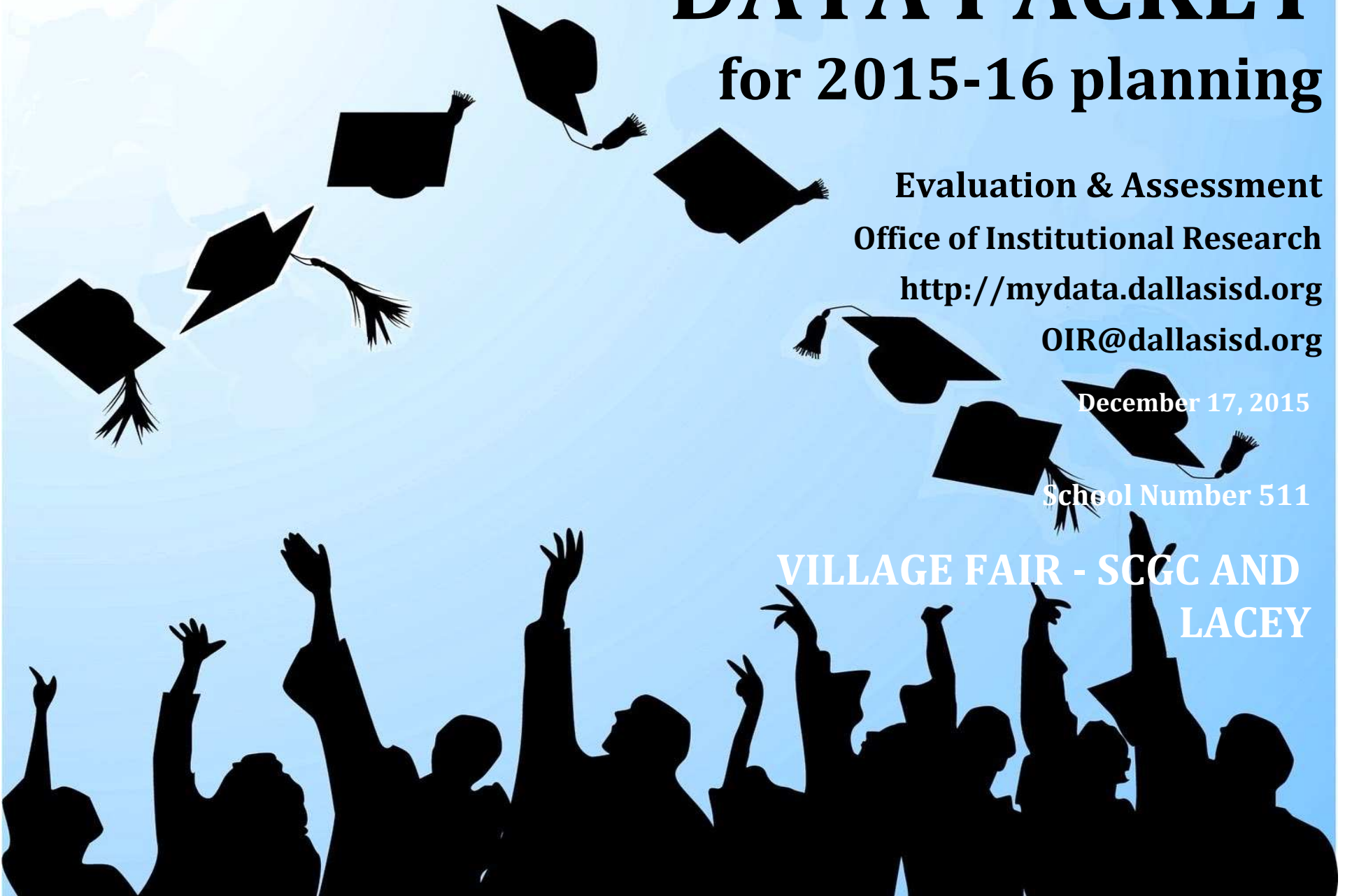
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December 17, 2015

School Number 511

VILLAGE FAIR - SCGC AND
LACEY



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2014-15 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, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- 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 who qualify for free or reduced-price lunch through the federal government's program, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- “New” students were new to the district in 2014-15. They are counted as new if not enrolled in a district campus before the last day of the 2013-14 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 2013-14 and 2014-15.

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 SCHEDULED or 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.

STUDENT ENROLLMENT

Grade	Enrollment
6	44
7	63
8	105
9	51
10	33
11	15
12	1
ALL	312

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	123	39.4	41	80.4
American Indian/Alaska Native	2	0.6	*	*
Asian/Hawaiian/Pacific Islander	2	0.6	*	*
Hispanic	179	57.4	2	3.9
White	4	1.3	6	11.8
Multiple	2	0.6	0	0.0
Other* (teachers only)	—	—	2	3.9
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	276	88.5
Limited English proficient (LEP)	87	27.9
Special education	51	16.3
Talented and Gifted (TAG)	3	1.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	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
	2015	44	15	34.1	0	0.0	0	0.0	29	65.9	0	0.0	0	0.0
7	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
	2015	63	21	33.3	2	3.2	1	1.6	39	61.9	0	0.0	0	0.0
8	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
	2015	105	43	41.0	0	0.0	0	0.0	62	59.0	0	0.0	0	0.0
9	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
	2015	51	25	49.0	0	0.0	1	2.0	23	45.1	1	2.0	1	2.0
10	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
	2015	33	14	42.4	0	0.0	0	0.0	16	48.5	2	6.1	1	3.0
11	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
	2015	15	4	26.7	0	0.0	0	0.0	10	66.7	1	6.7	0	0.0
12	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
	2015	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6-12	2013	416	191	45.9	0	0.0	0	0.0	215	51.7	9	2.2	1	0.2
	2014	302	102	33.8	2	0.7	0	0.0	186	61.6	9	3.0	3	1.0
	2015	312	123	39.4	2	0.6	2	0.6	179	57.4	4	1.3	2	0.6

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	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
	2015	44	36	81.8	14	31.8	7	15.9	44	100.0	3	6.8	5	11.4	77.3	22.7	18.2
7	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
	2015	63	60	95.2	25	39.7	7	11.1	63	100.0	0	0.0	2	3.2	71.4	28.6	20.6
8	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
	2015	105	95	90.5	30	28.6	20	19.0	105	100.0	0	0.0	10	9.5	74.3	25.7	6.7
9	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
	2015	51	47	92.2	12	23.5	5	9.8	51	100.0	0	0.0	4	7.8	86.3	13.7	21.6
10	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
	2015	33	25	75.8	4	12.1	8	24.2	33	100.0	0	0.0	2	6.1	72.7	27.3	3.0
11	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
	2015	15	12	80.0	2	13.3	3	20.0	15	100.0	0	0.0	2	13.3	66.7	33.3	6.7
12	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
	2015	1	1	100.0	0	0.0	1	100.0	1	100.0	0	0.0	0	0.0	100.0	0.0	0.0
6-12	2013	416	357	85.8	106	25.5	63	15.1	416	100.0	5	1.2	35	8.4	74.3	25.7	17.1
	2014	302	248	82.1	95	31.5	51	16.9	302	100.0	1	0.3	34	11.3	74.8	25.2	16.6
	2015	312	276	88.5	87	27.9	51	16.3	312	100.0	3	1.0	25	8.0	75.6	24.4	13.1

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	2013	29	11,425	25	84.5	11,026	96.5	302	100.0	21.2	0	10,240	0.0	89.6
	2014	28	10,824	22	78.8	10,429	96.4	156	100.0	17.6	0	9,598	0.0	88.7
	2015	28	10,896	23	84.5	10,493	96.3	284	100.0	19.6	0	9,647	0.0	88.5
7	2013	58	10,460	42	73.5	10,035	95.9	460	100.0	24.7	0	9,275	0.0	88.7
	2014	56	11,172	39	68.9	10,706	95.8	274	100.0	19.0	0	9,899	0.0	88.6
	2015	48	10,670	33	67.2	10,206	95.6	358	100.0	22.7	0	9,349	0.0	87.6
8	2013	64	9,854	45	71.0	9,387	95.3	474	100.0	17.8	0	8,619	0.0	87.5
	2014	57	10,418	39	68.5	9,939	95.4	261	100.0	8.1	0	9,146	0.0	87.8
	2015	66	10,940	45	68.3	10,445	95.5	476	100.0	14.2	0	9,604	0.0	87.8
6-8	2013	151	31,739	113	74.6	30,448	95.9	1,236	100.0	21.3	0	28,134	0.0	88.6
	2014	141	32,415	100	70.7	31,074	95.9	691	100.0	15.0	0	28,643	0.0	88.4
	2015	142	32,507	101	71.1	31,144	95.8	1,118	100.0	18.8	0	28,600	0.0	88.0
9	2013	17	11,129	11	62.2	10,482	94.2	510	100.0	28.3	0	9,408	0.0	84.5
	2014	58	10,855	40	68.4	10,244	94.4	354	100.0	25.4	0	9,137	0.0	84.2
	2015	53	11,577	32	61.5	10,921	94.3	350	100.0	24.5	0	9,789	0.0	84.6
10	2013	9	9,329	7	76.1	8,810	94.4	260	100.0	20.5	0	8,101	0.0	86.8
	2014	34	9,895	26	77.8	9,365	94.6	234	100.0	17.5	0	8,683	0.0	87.7
	2015	34	9,928	23	68.2	9,383	94.5	272	100.0	18.1	0	8,616	0.0	86.8
11	2013	6	8,442	4	71.3	7,940	94.1	185	100.0	18.9	0	7,454	0.0	88.3
	2014	20	8,457	15	75.9	8,002	94.6	139	100.0	14.7	0	7,577	0.0	89.6
	2015	19	8,742	14	74.2	8,258	94.5	174	100.0	14.6	0	7,728	0.0	88.4
12	2013	4	8,460	3	86.2	7,915	93.6	125	100.0	14.4	0	7,456	0.0	88.1
	2014	12	8,059	10	79.2	7,576	94.0	103	100.0	6.0	0	7,152	0.0	88.7
	2015	11	8,362	9	81.9	7,893	94.4	131	100.0	14.2	0	7,395	0.0	88.4

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
9-12	2013	35	37,360	24	69.6	35,147	94.1	1,080	100.0	21.1	0	32,419	0.0	86.8
	2014	124	37,266	91	73.2	35,187	94.4	830	100.0	16.7	0	32,549	0.0	87.3
	2015	117	38,609	79	67.5	36,456	94.4	927	100.0	18.4	0	33,528	0.0	86.8

*Prior-year statistics were recomputed to reflect current attendance requirements.

Teachers: 51

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	41	80.4
Hispanic	2	3.9
White	6	11.8
Multiple	0	0.0
Other	2	3.9

Gender	Number	Percentage
Female	27	52.9
Male	24	47.1

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2012-13	6.7	
2013-14	8.4	
2014-15	7.5	84.6

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	3	5.9
2	1	2.0
3	3	5.9
4	2	3.9
5	1	2.0
1-3	7	13.7
More than 3	44	86.3
1 - 5	10	19.6
6 - 10	7	13.7
11 - 20	19	37.3
More than 20	15	29.4

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2014		Level 2 in 2014		Level 3 in 2014		Levels 1-3 in 2014	
	Number Tested Both Years	Percentage Improved in 2015	Number Tested Both Years	Percentage Improved in 2015	Number Tested Both Years	Percentage Improved in 2015	Number Tested Both Years	Percentage Improved in 2015
6	1	*	0		0		1	*
7	1	*	1	*	0		2	*
11	0		1	*	0		1	*
12	0		1	*	0		1	*
ALL	2	*	3	*	0		5	*

PERCENTAGE PROFICIENCY LEVELS

Grade	Number Tested	Level 1 in 2015		Level 2 in 2015		Level 3 in 2015		Level 4 in 2015		Level 5 in 2015		Level 6 in 2015	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
6	1			*	*								
8	1			*	*								
9	1			*	*								
ALL	3			*	*								