

# Data Packet

## for 2016-17 planning

Evaluation & Assessment  
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**School Number 11**

**LEARNING ALTERNATIVE CENTER FOR  
EMPOWERING YOUTH**

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## **2015-16 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 2015-16. They are counted as new if not enrolled in a district campus before the last day of the 2014-15 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 2014-15 and 2015-16.

## **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.

## **Assessments of Course Performance (ACP)**

- Cells marked with an asterisk (\*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- ACPs are semester exams administered in grades K-12. Not all courses have ACPs. In MIDDLE and HIGH school, ACP scores account for a portion of students' semester grades (10% and 15%). “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 here 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% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% 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	28
7	53
8	48
ALL	129

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	37	28.7	20	87.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	91	70.5	0	0.0
White	1	0.8	3	13.0
Multiple	0	0.0	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	129	100.0
Economically disadvantaged	119	92.2
Limited English proficient (LEP)	46	35.7
Special education	24	18.6
Talented and Gifted (TAG)	1	0.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	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
	2016	28	12	42.9	0	0.0	0	0.0	16	57.1	0	0.0	0	0.0
7	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
	2016	53	13	24.5	0	0.0	0	0.0	40	75.5	0	0.0	0	0.0
8	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
	2016	48	12	25.0	0	0.0	0	0.0	35	72.9	1	2.1	0	0.0
6-8	2014	199	60	30.2	2	1.0	0	0.0	133	66.8	3	1.5	1	0.5
	2015	212	79	37.3	2	0.9	1	0.5	130	61.3	0	0.0	0	0.0
	2016	129	37	28.7	0	0.0	0	0.0	91	70.5	1	0.8	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	
6	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
	2016	28	27	96.4	7	25.0	8	28.6	28	100.0	1	3.6	2	7.1	89.3	10.7	21.4
7	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
	2016	53	50	94.3	25	47.2	12	22.6	53	100.0	0	0.0	3	5.7	67.9	32.1	22.6
8	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
	2016	48	42	87.5	14	29.2	4	8.3	48	100.0	0	0.0	4	8.3	77.1	22.9	14.6
6-8	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
	2015	212	191	90.1	69	32.5	34	16.0	212	100.0	3	1.4	17	8.0	74.1	25.9	13.2
	2016	129	119	92.2	46	35.7	24	18.6	129	100.0	1	0.8	9	7.0	76.0	24.0	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
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
	2016	18	10,522	14	78.1	10,172	96.7	155	100.0	17.1	0	9,599	0.0	91.2
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
	2016	38	10,436	26	67.7	9,999	95.8	274	100.0	20.0	0	9,389	0.0	90.0
8	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
	2016	44	10,378	29	66.9	9,894	95.3	305	100.0	13.0	0	9,208	0.0	88.7
6-8	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
	2016	101	31,336	70	69.3	30,065	95.9	734	100.0	16.7	0	28,196	0.0	90.0



Teachers: 23

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	20	87.0
Hispanic	0	0.0
White	3	13.0
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	10	43.5
Male	13	56.5

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2013-14	8.5	81.5
2014-15	8.0	76.0
2015-16	7.0	91.3

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	4.3
2	0	0.0
3	0	0.0
4	1	4.3
5	0	0.0
1-3	1	4.3
More than 3	22	95.7
1 - 5	2	8.7
6 - 10	4	17.4
11 - 20	11	47.8
More than 20	6	26.1

**PERCENTAGE PROFICIENCY LEVELS**

Grade	Number Tested	Level 1 in 2016		Level 2 in 2016		Level 3 in 2016		Level 4 in 2016		Level 5 in 2016		Level 6 in 2016	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
6	1	*	*										
7	7	*	*	*	*	*	*						
8	3			*	*								
<b>ALL</b>	11	*	*	7	63.6	*	*						

**SEMESTER 1 TESTS**

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

**ASTRONOMY 8**

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**MATHEMATICS 6**

12	42.0	72.4	71.2	71.1	66.7	58.3	57.4	87.3
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**MATHEMATICS 7**

26	34.0	64.6	47.2	45.3	23.1	26.9	54.6	87.8
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**MATHEMATICS 8**

21	33.3	61.5	62.9	63.0	14.3	57.1	57.0	86.2
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**MS HEALTH EDUCATION 7**

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**PHYSICAL EDUCATION 6**

12	56.0	70.7	55.1	53.4	58.3	58.3	76.8	99.3
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**PHYSICAL EDUCATION 7 & 8**

11	76.2	77.7	59.2	57.1	72.7	54.5	90.0	98.9
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**READING LANGUAGE ARTS 6**

11	57.6	71.7	69.3	69.0	45.5	72.7	61.9	91.0
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**READING LANGUAGE ARTS 7**

24	42.6	63.3	52.5	51.3	29.2	37.5	61.6	88.2
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**READING LANGUAGE ARTS 8**

22	48.3	67.0	60.2	59.4	31.8	50.0	65.8	87.9
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**SCIENCE 6**

12	46.4	65.8	64.8	64.6	33.3	58.3	59.6	89.5
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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

**ASTRONOMY 8**

1	*	*			*			
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**MATHEMATICS 6**

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**MATHEMATICS 7**

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**MATHEMATICS 8**

26	43.3	68.5	67.4	67.3	38.5	61.5		
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**MS HEALTH EDUCATION 7**

1	*	*			*			
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**PHYSICAL EDUCATION 6**

14	64.7	66.9	52.9	51.3	42.9	57.1		
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**PHYSICAL EDUCATION 7 & 8**

11	75.3	76.8	83.4	84.1	72.7	100.0		
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**READING LANGUAGE ARTS 6**

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**READING LANGUAGE ARTS 7**

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**READING LANGUAGE ARTS 8**

26	64.3	70.2	69.1	68.9	57.7	53.8		
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**SCIENCE 6**

13	45.1	65.0	61.5	61.1	23.1	46.2		
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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

**SCIENCE 7**

25	44.6	58.5	46.2	44.8	20.0	20.0	52.7	88.9
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**SCIENCE 8**

22	42.7	60.0	61.3	61.4	27.3	45.5	60.7	90.0
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**SOCIAL STUDIES 6**

12	49.3	64.6	74.3	75.3	41.7	75.0	55.5	92.0
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**TECHNOLOGY APPLICATIONS**

9	35.3	61.2	48.9	47.5	33.3	33.3	58.2	93.3
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**TEXAS STUDIES 7**

25	39.8	59.8	51.3	50.4	20.0	32.0	53.4	89.0
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**UNITED STATES STUDIES 8**

23	38.7	64.7	64.9	64.9	13.0	65.2	53.0	89.4
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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

**SCIENCE 7**

31	50.5	67.0	65.2	64.9	48.4	54.8		
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**SCIENCE 8**

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**SOCIAL STUDIES 6**

15	43.2	62.2	62.9	62.9	26.7	60.0		
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**TECHNOLOGY APPLICATIONS**

10	42.4	64.8	55.1	54.0	30.0	50.0		
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**TEXAS STUDIES 7**

30	38.6	64.6	68.8	69.3	13.3	66.7		
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**UNITED STATES STUDIES 8**

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