

Data Packet

for 2016-17 planning

Evaluation & Assessment
Office of Institutional Research

<http://mydata.dallasisd.org>
OIR@dallasisd.org

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School Number 29

SCHOOL COMMUNITY GUIDANCE CENTER

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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.

COLLEGE READINESS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- A redesigned SAT was introduced in March 2016. Students' scores from old administrations were converted to equivalent section scores on the new SAT to compute statistics for 2016 Grade 12 students. A redesigned PSAT was introduced in Fall 2015. Prior-year SAT and PSAT statistics are not comparable to current-year statistics and are not reported. For information on the new tests, see <https://www.collegeboard.org>.
- 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.
- New PSAT scores range from 200 to 800. PSAT is administered once each year in the fall. 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.
- PSAT/NMSQT college and career readiness benchmarks “represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject” (TCB). The College Board has determined PSAT benchmark scores separately for each grade and section, Evidence-Based Reading and Writing and Mathematics. Grade 9: 410 and 450. Grade 10: 430 and 480. Grade 11: 460 and 510. (These benchmarks are applicable only to scores earned on the new PSAT, first administered in the fall of 2015.)

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
9	42
10	25
11	13
ALL	80

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	26	32.5	25	65.8
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	50	62.5	2	5.3
White	3	3.8	9	23.7
Multiple	1	1.3	0	0.0
Other* (teachers only)	—	—	2	5.3
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	80	100.0
Economically disadvantaged	58	72.5
Limited English proficient (LEP)	23	28.8
Special education	11	13.8
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	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
	2016	42	12	28.6	0	0.0	0	0.0	28	66.7	2	4.8	0	0.0
10	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
	2016	25	9	36.0	0	0.0	0	0.0	15	60.0	1	4.0	0	0.0
11	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
	2016	13	5	38.5	0	0.0	0	0.0	7	53.8	0	0.0	1	7.7
9-12	2014	103	42	40.8	0	0.0	0	0.0	53	51.5	6	5.8	2	1.9
	2015	100	44	44.0	0	0.0	1	1.0	49	49.0	4	4.0	2	2.0
	2016	80	26	32.5	0	0.0	0	0.0	50	62.5	3	3.8	1	1.3

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	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
	2016	42	33	78.6	15	35.7	7	16.7	42	100.0	0	0.0	6	14.3	73.8	26.2	14.3
10	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
	2016	25	17	68.0	6	24.0	2	8.0	25	100.0	0	0.0	2	8.0	68.0	32.0	12.0
11	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
	2016	13	8	61.5	2	15.4	2	15.4	13	100.0	0	0.0	0	0.0	61.5	38.5	38.5
9-12	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
	2015	100	85	85.0	18	18.0	17	17.0	100	100.0	0	0.0	8	8.0	79.0	21.0	13.0
	2016	80	58	72.5	23	28.8	11	13.8	80	100.0	0	0.0	8	10.0	70.0	30.0	17.5

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	2014	57	10,855	39	68.1	10,244	94.4	353	100.0	25.4	0	9,137	0.0	84.2
	2015	52	11,577	32	61.5	10,921	94.3	349	100.0	24.5	0	9,789	0.0	84.6
	2016	51	11,813	35	69.4	11,053	93.6	368	100.0	26.2	0	9,913	0.0	83.9
10	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
	2016	30	10,202	24	78.4	9,595	94.1	260	100.0	19.4	0	8,845	0.0	86.7
11	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
	2016	17	8,384	13	74.7	7,906	94.3	137	100.0	16.9	0	7,400	0.0	88.3
12	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
	2016	9	8,426	8	86.6	7,965	94.5	107	100.0	10.5	0	7,523	0.0	89.3
9-12	2014	124	37,266	90	73.1	35,187	94.4	829	100.0	16.7	0	32,549	0.0	87.3
	2015	117	38,609	79	67.5	36,456	94.4	926	100.0	18.4	0	33,528	0.0	86.8
	2016	107	38,826	79	74.2	36,519	94.1	872	100.0	19.0	0	33,681	0.0	86.7

Teachers: 38

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	25	65.8
Hispanic	2	5.3
White	9	23.7
Multiple	0	0.0
Other	2	5.3

Gender	Number	Percentage
Female	19	50.0
Male	19	50.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2013-14	8.4	88.0
2014-15	7.2	92.6
2015-16	8.1	85.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	2.6
1	0	0.0
2	4	10.5
3	0	0.0
4	1	2.6
5	2	5.3
1-3	4	10.5
More than 3	33	86.8
1 - 5	7	18.4
6 - 10	4	10.5
11 - 20	12	31.6
More than 20	14	36.8

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
9	5	*	*	*	*							*	*
10	2			*	*								
11	1			*	*								
ALL	8	*	*	*	*							*	*

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*	
10	Reading & Writing	2013*																			
		2014*																			
		2015	11	372	27.3	1	*	*	10	377	30.0	0			0			8,972	414	38.6	
	Mathematics	2013*																			
		2014*																			
		2015	11	371	9.1	1	*	*	10	367	10.0	0			0			8,972	424	22.2	
11	Reading & Writing	2013*																			
		2014*																			
		2015	2	*	*	0			2	*	*	0			0			2,313	491	61.3	
	Mathematics	2013*																			
		2014*																			
		2015	2	*	*	0			2	*	*	0			0			2,313	492	39.5	

*See the NOTES report for information about the new PSAT as well as 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

20	30.0	58.0	62.7	63.5	10.0	55.0	44.7	80.8
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ALGEBRA II

15	40.2	58.3	63.1	63.9	6.7	80.0	52.6	83.2
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BIOLOGY

20	38.9	64.8	53.9	51.9	20.0	30.0	65.1	80.9
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CHEMISTRY

22	31.5	60.5	62.3	62.6	9.1	50.0	48.9	82.9
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ECONOMICS

4	*	*	*	*	*	*	71.9	*
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ENGLISH I

19	51.6	63.7	56.6	55.4	31.6	31.6	59.7	82.8
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ENGLISH I ESOL BEGINNER

2	*	*	*	*	*	*	54.6	*
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ENGLISH II

21	47.5	67.2	58.9	57.4	47.6	57.1	63.7	84.3
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ENGLISH II ESOL INTERMEDIATE

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ENGLISH III

20	54.7	69.8	69.2	69.0	65.0	65.0	64.3	89.0
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ENGLISH IV

8	69.8	75.5	55.1	51.5	87.5	50.0	71.9	89.9
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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

ALGEBRA I

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ALGEBRA II

7	32.7	65.2	60.1	59.3	14.3	57.1		
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BIOLOGY

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CHEMISTRY

17	33.7	63.8	64.9	65.1	29.4	58.8		
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ECONOMICS

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ENGLISH I

20	66.0	76.3	77.3	77.4	55.0	85.0		
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ENGLISH I ESOL BEGINNER

1	*	*	*	*	*			
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ENGLISH II

15	57.0	68.5	67.3	67.1	53.3	60.0		
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ENGLISH II ESOL INTERMEDIATE

1	*	*	*	*	*	*		
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ENGLISH III

8	57.4	70.9	66.5	65.7	62.5	75.0		
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ENGLISH IV

1	*	*	*	*	*	*		
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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

GEOMETRY

25	38.7	67.7	56.2	54.2	40.0	48.0	58.4	86.8
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GOVERNMENT

5	*	*	*	*	*	*	63.0	*
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HS HEALTH EDUCATION

4	*	*	*	*	*	*	80.4	*
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IPC

1	*	*	*	*	*	*	61.3	*
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MATH MODELS W/APPLICATIONS

2	*	*	*	*	*	*	46.4	*
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PHYSICS

18	44.6	61.4	66.3	67.1	16.7	72.2	49.9	83.0
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PRE-CALCULUS

3	*	*	*	*	*	*	50.3	*
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SPANISH FOR NATIVE SPEAKERS I

1	*	*	*	*	*	*	63.6	*
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SPANISH FOR NATIVE SPEAKERS II

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SPANISH I

10	66.5	77.7	72.0	71.0	70.0	80.0	77.6	91.2
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SPANISH II

8	53.9	63.6	65.0	65.3	37.5	62.5	73.1	92.2
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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

GEOMETRY

15	34.3	66.0	66.5	66.5	26.7	66.7		
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GOVERNMENT

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HS HEALTH EDUCATION

2	*	*	*	*	*	*		
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IPC

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

3	*	*	*	*	*	*		
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PHYSICS

7	29.7	66.0	60.6	59.6	14.3	42.9		
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PRE-CALCULUS

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SPANISH FOR NATIVE SPEAKERS I

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SPANISH FOR NATIVE SPEAKERS II

4	*	*	*	*	*	*		
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SPANISH I

17	63.6	75.8	73.1	72.7	58.8	70.6		
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SPANISH II

3	*	*	*	*	*	*		
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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

U.S. HISTORY

22	44.9	58.7	63.9	64.7	18.2	63.6	57.5	86.4
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WORLD GEOGRAPHY

19	42.9	64.3	66.3	66.6	26.3	52.6	58.0	88.2
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WORLD HISTORY

15	43.2	62.1	62.1	62.1	20.0	53.3	56.1	90.6
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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

U.S. HISTORY

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WORLD GEOGRAPHY

12	65.3	76.4	75.8	75.7	83.3	83.3		
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WORLD HISTORY

16	53.9	67.1	70.8	71.4	43.8	81.3		
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