

Data Packet

for 2017-18 Planning



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School Number 29

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SCHOOL COMMUNITY GUIDANCE CENTER

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2016-17 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 latest federal standards for ethnicity and race reporting, though some categories have been combined due to small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- Teacher demographics and location 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.
- “New” students were new to the district in 2016-17. They are counted as new if not enrolled in a district campus before the last day of the 2015-16 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 2015-16 and 2016-17.

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.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and location 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.
- Retention rate is the percentage of the prior year's teachers who continued at the school. The rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the prior year” and denominator “# of teachers assigned to the school for the prior year.” Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

DALLAS ISD 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 secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). "Average course mark (no ACP)" is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in 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% 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.

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.)

STUDENT ENROLLMENT

Grade	Enrollment
9	52
10	25
11	14
ALL	91

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	34	37.4	21	80.8
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	53	58.2	2	7.7
White	3	3.3	1	3.8
Multiple	1	1.1	0	0.0
Other* (teachers only)	—	—	2	7.7
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	91	100.0
Economically disadvantaged	81	89.0
Limited English proficient (LEP)	29	31.9
Special education	11	12.1
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	%
9	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
	2017	52	20	38.5	0	0.0	0	0.0	32	61.5	0	0.0	0	0.0
10	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
	2017	25	9	36.0	0	0.0	0	0.0	13	52.0	3	12.0	0	0.0
11	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
	2017	14	5	35.7	0	0.0	0	0.0	8	57.1	0	0.0	1	7.1
9-12	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
	2017	91	34	37.4	0	0.0	0	0.0	53	58.2	3	3.3	1	1.1

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	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
	2017	52	47	90.4	17	32.7	9	17.3	52	100.0	0	0.0	10	19.2	65.4	34.6	23.1
10	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
	2017	25	21	84.0	7	28.0	0	0.0	25	100.0	0	0.0	3	12.0	64.0	36.0	20.0
11	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
	2017	14	13	92.9	5	35.7	2	14.3	14	100.0	0	0.0	1	7.1	64.3	35.7	0.0
9-12	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
	2017	91	81	89.0	29	31.9	11	12.1	91	100.0	0	0.0	14	15.4	64.8	35.2	18.7

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	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
	2017	47	11,759	33	70.4	10,936	93.0	338	100.0	25.7	0	9,766	0.0	83.1
10	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
	2017	25	10,329	19	77.5	9,713	94.0	213	100.0	16.3	0	9,045	0.0	87.6
11	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
	2017	13	8,543	10	77.0	8,088	94.7	115	100.0	13.7	0	7,756	0.0	90.8
12	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	10.2	0	7,523	0.0	89.3
	2017	7	8,197	6	88.6	7,762	94.7	92	100.0	6.4	0	7,365	0.0	89.8
9-12	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	18.9	0	33,681	0.0	86.7
	2017	92	38,829	69	74.7	36,498	94.0	758	100.0	16.5	0	33,932	0.0	87.4

Teachers: 26

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	21	80.8
Hispanic	2	7.7
White	1	3.8
Multiple	0	0.0
Other	2	7.7

Gender	Number	Percentage
Female	13	50.0
Male	13	50.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2014-15	7.2	92.6
2015-16	8.1	88.9
2016-17	9.0	60.5

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	0	0.0
2	0	0.0
3	2	7.7
4	0	0.0
5	2	7.7
1-3	2	7.7
More than 3	24	92.3
1 - 5	4	15.4
6 - 10	4	15.4
11 - 20	7	26.9
More than 20	11	42.3

PERCENTAGE BY PROFICIENCY LEVEL

Grade	Number Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6	
		N	%	N	%	N	%	N	%	N	%	N	%
9	5	*	*			*	*					*	*
11	3	*	*	*	*								
ALL	8	*	*	*	*	*	*					*	*

SEMESTER 1 TESTS

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

SEMESTER 2 TESTS

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

High School Exams

ALGEBRA I

36	36.1	59.2	67.3	68.7	16.7	50.0	51.6	81.8
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ALGEBRA II

12	31.8	54.5	71.0	73.9	8.3	58.3	49.5	85.9
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BIOLOGY

34	43.6	66.2	64.3	64.0	29.4	47.1	62.7	83.7
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CHEMISTRY

26	27.3	62.4	61.4	61.2	3.8	42.3	45.5	82.4
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ECONOMICS

2	*	*	*	*	*	*	74.2	*
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ENGLISH I

35	58.9	67.6	69.7	70.0	45.7	62.9	59.1	81.9
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ENGLISH II

25	49.0	69.4	67.2	66.8	52.0	68.0	63.8	86.9
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ENGLISH III

16	55.5	70.4	73.9	74.5	56.3	75.0	66.3	90.4
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ENGLISH IV

4	*	*	*	*	*	*	73.3	*
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GEOMETRY

28	34.9	68.0	70.0	70.3	32.1	78.6	57.5	87.3
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ALGEBRA I

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ALGEBRA II

10	24.3	60.8	65.3	66.1	0.0	50.0	67.7	87.6
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BIOLOGY

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CHEMISTRY

23	34.0	65.9	65.3	65.2	21.7	52.2	57.1	81.6
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ECONOMICS

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ENGLISH I

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ENGLISH II

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ENGLISH III

12	55.5	69.7	70.2	70.3	41.7	58.3	57.8	87.1
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ENGLISH IV

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GEOMETRY

23	37.0	67.4	67.9	68.0	26.1	52.2	55.3	84.7
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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

GOVERNMENT

4	*	*	*	*	*	*	68.7	*
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HS HEALTH EDUCATION

8	62.1	74.1	84.6	86.5	75.0	100.0	79.9	95.8
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IPC

1	*	*	*	*	*	*	52.4	*
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MATH MODELS W/APPLICATIONS

2	*	*	*	*	*	*	44.2	*
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PHYSICS

15	35.5	68.3	75.8	77.1	33.3	86.7	45.1	85.8
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PRE-CALCULUS

2	*	*	*	*	*	*	49.5	*
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SPANISH FOR NATIVE SPEAKERS I

2	*	*	*	*	*	*	63.3	*
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SPANISH FOR NATIVE SPEAKERS II

2	*	*	*	*	*	*	67.2	*
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SPANISH I

9	69.1	78.9	58.8	55.2	55.6	55.6	78.0	92.9
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SPANISH II

8	59.4	67.1	76.6	78.3	50.0	75.0	76.9	93.4
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U.S. HISTORY

11	50.1	66.7	79.8	82.1	36.4	90.9	56.9	86.9
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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

GOVERNMENT

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HS HEALTH EDUCATION

5	*	*	*	*	*	*	82.1	*
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IPC

1	*	*	*	*	*	*	63.9	*
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MATH MODELS W/APPLICATIONS

2	*	*	*	*	*	*	55.7	*
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PHYSICS

15	33.6	67.3	70.1	70.6	40.0	66.7	59.1	85.4
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PRE-CALCULUS

1	*	*	*	*	*	*	60.8	*
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SPANISH FOR NATIVE SPEAKERS I

1	*	*	*	*	*	*	75.3	*
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SPANISH FOR NATIVE SPEAKERS II

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SPANISH I

12	63.2	74.9	80.4	81.4	50.0	83.3	79.5	90.6
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SPANISH II

7	71.0	80.6	79.9	79.7	71.4	85.7	82.1	92.3
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U.S. HISTORY

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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

WORLD GEOGRAPHY

28	47.7	69.8	73.8	74.5	50.0	75.0	56.7	88.1
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WORLD HISTORY

27	39.3	61.3	66.6	67.5	11.1	59.3	52.8	90.8
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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

WORLD GEOGRAPHY

20	46.4	67.8	69.9	70.2	35.0	60.0	56.6	85.2
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WORLD HISTORY

24	48.9	63.5	66.1	66.6	33.3	58.3	59.6	87.7
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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	2014*																		
		2015	11	372	27.3	1	*	*	10	377	30.0	0			0			8,972	414	38.6
		2016	3	*	*	2	*	*	1	*	*	0			0			9,090	417	40.1
	Mathematics	2014*																		
		2015	11	371	9.1	1	*	*	10	367	10.0	0			0			8,972	424	22.2
		2016	3	*	*	2	*	*	1	*	*	0			0			9,090	433	26.6

*See the NOTES report for information about the new PSAT, introduced in 2015, as well as college readiness benchmarks set by The College Board for PSAT.