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**MAYA ANGELOU
HIGH SCHOOL**

SCHOOL NUMBER 30

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ASSESSMENT
INSTITUTIONAL
RESEARCH MYDATA
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JULY 22, 2019

DALLAS
INDEPENDENT SCHOOL DISTRICT

STUDENTS AND STAFF

LOCAL ASSESSMENT

2018-19 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 2018-19. They are counted as new if not enrolled in a district campus before the last day of the 2017-18 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 2017-18 and 2018-19.

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.

STUDENT ENROLLMENT

Grade	Enrollment
6	1
7	1
8	3
9	8
10	2
11	2
12	1
ALL	18

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	10	55.6	3	60.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	7	38.9	1	20.0
White	0	0.0	1	20.0
Multiple	1	5.6	0	0.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indican/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	18	100.0
Economically disadvantaged	17	94.4
Limited English proficient (LEP)	5	27.8
Special education	2	11.1
Talented and Gifted (TAG)	2	11.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2017	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2018													
	2019	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
7	2017	1	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
	2018													
	2019	1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
8	2017	8	3	37.5	0	0.0	0	0.0	5	62.5	0	0.0	0	0.0
	2018	8	3	37.5	1	12.5	0	0.0	3	37.5	0	0.0	1	12.5
	2019	3	3	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6-8	2017	10	4	40.0	0	0.0	0	0.0	6	60.0	0	0.0	0	0.0
	2018	8	3	37.5	1	12.5	0	0.0	3	37.5	0	0.0	1	12.5
	2019	5	4	80.0	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2017	4	2	50.0	0	0.0	0	0.0	2	50.0	0	0.0	0	0.0
	2018	7	4	57.1	0	0.0	0	0.0	3	42.9	0	0.0	0	0.0
	2019	8	5	62.5	0	0.0	0	0.0	3	37.5	0	0.0	0	0.0
10	2017	6	4	66.7	0	0.0	0	0.0	2	33.3	0	0.0	0	0.0
	2018	4	3	75.0	0	0.0	0	0.0	1	25.0	0	0.0	0	0.0
	2019	2	0	0.0	0	0.0	0	0.0	2	100.0	0	0.0	0	0.0
11	2017	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2018	3	3	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2019	2	0	0.0	0	0.0	0	0.0	2	100.0	0	0.0	0	0.0
12	2017													
	2018	3	1	33.3	0	0.0	0	0.0	2	66.7	0	0.0	0	0.0
	2019	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
9-12	2017	11	7	63.6	0	0.0	0	0.0	4	36.4	0	0.0	0	0.0
	2018	17	11	64.7	0	0.0	0	0.0	6	35.3	0	0.0	0	0.0
	2019	13	6	46.2	0	0.0	0	0.0	7	53.8	0	0.0	0	0.0

Grade	Year	Enrollment	Economically Disadvantaged N	Economically Disadvantaged %	LEP N	LEP %	Special Education N	Special Education %	At Risk N	At Risk %	TAG N	TAG %	New (to District) N	New (to District) %	Gender % Male	Gender % Female	Retention Rate (%)
6	2017	1	1	100.0	0	0.0	0	0.0	1	100.0	0	0.0	1	100.0	0.0	100.0	0.0
6	2018																
6	2019	1	1	100.0	0	0.0	1	100.0	1	100.0	0	0.0	0	0.0	0.0	100.0	0.0
7	2017	1	0	0.0	1	100.0	0	0.0	1	100.0	0	0.0	0	0.0	0.0	100.0	0.0
7	2018																
7	2019	1	1	100.0	0	0.0	1	100.0	1	100.0	0	0.0	1	100.0	0.0	100.0	0.0
8	2017	8	7	87.5	1	12.5	0	0.0	8	100.0	0	0.0	0	0.0	0.0	100.0	25.0
8	2018	8	8	100.0	0	0.0	1	12.5	8	100.0	0	0.0	3	37.5	0.0	100.0	0.0
8	2019	3	3	100.0	0	0.0	0	0.0	3	100.0	0	0.0	1	33.3	0.0	100.0	33.3
6-8	2017	10	8	80.0	2	20.0	0	0.0	10	100.0	0	0.0	1	10.0	0.0	100.0	20.0
6-8	2018	8	8	100.0	0	0.0	1	12.5	8	100.0	0	0.0	3	37.5	0.0	100.0	0.0
6-8	2019	5	5	100.0	0	0.0	2	40.0	5	100.0	0	0.0	2	40.0	0.0	100.0	20.0

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	
9	2017	4	3	75.0	0	0.0	2	50.0	4	100.0	0	0.0	1	25.0	0.0	100.0	0.0
	2018	7	6	85.7	1	14.3	2	28.6	7	100.0	0	0.0	1	14.3	0.0	100.0	28.6
	2019	8	8	100.0	2	25.0	0	0.0	8	100.0	2	25.0	0	0.0	0.0	100.0	75.0
10	2017	6	5	83.3	0	0.0	0	0.0	6	100.0	0	0.0	2	33.3	0.0	100.0	0.0
	2018	4	4	100.0	1	25.0	0	0.0	4	100.0	0	0.0	1	25.0	0.0	100.0	25.0
	2019	2	1	50.0	2	100.0	0	0.0	2	100.0	0	0.0	0	0.0	0.0	100.0	0.0
11	2017	1	1	100.0	0	0.0	0	0.0	1	100.0	0	0.0	1	100.0	0.0	100.0	0.0
	2018	3	2	66.7	0	0.0	0	0.0	3	100.0	0	0.0	0	0.0	0.0	100.0	0.0
	2019	2	2	100.0	1	50.0	0	0.0	2	100.0	0	0.0	0	0.0	0.0	100.0	50.0
12	2017																
	2018	3	3	100.0	2	66.7	0	0.0	3	100.0	0	0.0	2	66.7	0.0	100.0	0.0
	2019	1	1	100.0	0	0.0	0	0.0	1	100.0	0	0.0	1	100.0	0.0	100.0	0.0
9-12	2017	11	9	81.8	0	0.0	2	18.2	11	100.0	0	0.0	4	36.4	0.0	100.0	0.0
	2018	17	15	88.2	4	23.5	2	11.8	17	100.0	0	0.0	4	23.5	0.0	100.0	17.6
	2019	13	12	92.3	5	38.5	0	0.0	13	100.0	2	15.4	1	7.7	0.0	100.0	53.8

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	2017	0	10,771	0	92.6	10,375	96.3			18.5		9,885		91.8
	2018		10,808			10,384	96.1			16.0		9,749		90.2
	2019	0	11,096	0	73.7	10,607	95.6			7.0		9,954		89.7
7	2017	1	10,214	0	68.1	9,773	95.7			21.6		9,225		90.3
	2018		10,642			10,187	95.7			17.0		9,495		89.2
	2019	0	10,469	0	61.0	9,902	94.6			9.1		9,086		86.8
8	2017	5	10,051	4	74.5	9,579	95.3	1	20.4	10.6	0	9,066	0.0	90.2
	2018	4	10,293	3	77.3	9,803	95.2	0	0.0	9.3	0	9,068	0.0	88.1
	2019	3	10,408	2	61.2	9,813	94.3	3	86.5	10.0	0	9,060	0.0	87.0
6-8	2017	6	31,036	4	74.2	29,727	95.8	2	34.9	17.0	0	28,176	0.0	90.8
	2018	4	31,743	3	77.3	30,374	95.7	0	0.0	14.2	0	28,312	0.0	89.2
	2019	4	31,974	3	62.5	30,322	94.8	3	68.3	8.7	0	28,100	0.0	87.9

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	2017	4	11,759	3	82.0	10,936	93.0	0	0.0	25.7	1	9,766	25.6	83.1
	2018	10	11,716	7	70.9	10,961	93.6	4	41.5	22.9	2	9,718	20.7	82.9
	2019	6	13,484	4	69.7	12,111	89.8	5	83.7	14.7	0	8,723	0.0	64.7
10	2017	5	10,329	4	81.8	9,713	94.0	0	0.0	16.3	1	9,045	21.0	87.6
	2018	4	10,382	3	85.8	9,791	94.3	0	0.0	16.5	2	8,886	53.3	85.6
	2019	3	12,020	2	58.2	10,909	90.8	4	100.0	7.4	0	7,845	0.0	65.3
11	2017	2	8,543	2	80.7	8,088	94.7	3	100.0	13.7	0	7,756	0.0	90.8
	2018	3	9,131	2	79.2	8,661	94.9	2	68.0	12.0	0	8,132	0.0	89.1
	2019	3	10,324	2	55.8	9,443	91.5	2	70.4	4.9	0	7,071	0.0	68.5
12	2017	2	8,197	1	82.8	7,762	94.7	4	100.0	6.4	0	7,365	0.0	89.8
	2018	4	8,756	3	81.2	8,306	94.9	1	28.1	5.8	1	7,772	28.1	88.8
	2019	1	10,368	1	77.2	9,434	91.0	1	100.0	3.3		7,151		69.0
9-12	2017	13	38,829	10	81.8	36,498	94.0	7	55.0	16.5	2	33,932	15.7	87.4
	2018	20	39,984	15	76.8	37,719	94.3	7	35.2	15.0	5	34,508	25.1	86.3
	2019	13	46,196	8	64.5	41,897	90.7	12	94.2	8.1	0	30,790	0.0	66.7

Teachers: 5

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	60.0
Hispanic	1	20.0
White	1	20.0
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	5	100.0
Male	0	0.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2016-17	11.3	50.0
2017-18	10.4	75.0
2018-19	4.5	

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	0	0.0
2	1	20.0
3	0	0.0
4	1	20.0
5	1	20.0
1-3	1	20.0
More than 3	4	80.0
1 - 5	3	60.0
6 - 10	0	0.0
11 - 20	0	0.0
More than 20	2	40.0

SEMESTER 1 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

| 2 | * | * | * | * | * | * | 57.9 | * |

ENGLISH I

| 1 | * | * | * | * | * | * | 53.6 | * |

ENGLISH II

| 5 | * | * | * | * | * | * | 64.6 | * |

ENGLISH III

| 1 | * | * | * | * | * | | 61.6 | * |

ENGLISH IV

| 2 | * | * | * | * | * | * | 68.1 | * |

GEOMETRY

| 5 | * | * | * | * | * | * | 48.0 | * |

PRE-CALCULUS

| 2 | * | * | * | * | * | * | 49.4 | * |

SPANISH I

| 1 | * | * | * | * | * | * | 74.1 | * |

SPANISH II

| 3 | * | * | * | * | * | * | 79.3 | * |

Middle School Exams

MATHEMATICS 8

| 2 | * | * | * | * | * | * | 65.6 | * |

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

ENGLISH I

ENGLISH II

ENGLISH III

ENGLISH IV

GEOMETRY

| 3 | * | * | * | * | * | * | 52.7 | * |

PRE-CALCULUS

SPANISH I

SPANISH II

MATHEMATICS 8

MAYA ANGELOU HIGH SCHOOL (30)

SEMESTER 1 TESTS

| Number Tested | Averages | | | | % Passing | | District % Passing | |
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
READING LANGUAGE ARTS 8								
2	*	*	*	*	*	*	64.8	*
SCIENCE 6								
SCIENCE 8								
2	*	*	*	*	*	*	63.4	*
U.S. STUDIES 8								
2	*	*	*	*	*	*	54.1	*
WORLD CULTURES 6								

SEMESTER 2 TESTS

| Number Tested | Averages | | | | % Passing | | District % Passing | |
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
READING LANGUAGE ARTS 8								
SCIENCE 6								
1	*	*	*	*	*	*	51.6	*
SCIENCE 8								
U.S. STUDIES 8								
WORLD CULTURES 6								
1	*	*	*	*	*	*	52.9	*