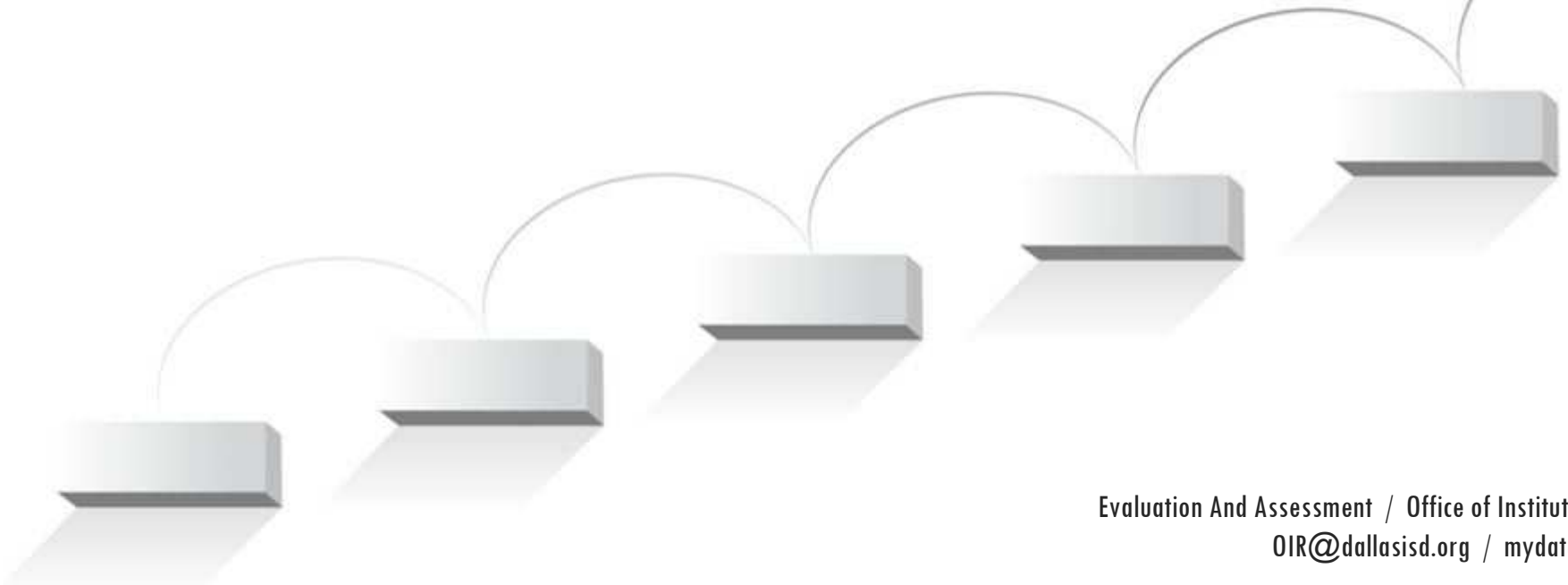


JULY 28, 2023

SCHOOL # 29

**BARBARA M. MANN'S  
HIGH SCHOOL DAEP**

**DATA PACKET**  
**FOR 2023-2024**  
**PLANNING**



Evaluation And Assessment / Office of Institutional Research  
[OIR@dallasisd.org](mailto:OIR@dallasisd.org) / [mydata.dallasisd.org](http://mydata.dallasisd.org)



- 2. Contents ..... Table of Contents
- 3. Notes ..... Notes and Data Descriptions

**STUDENTS AND STAFF**

- 5. Summary ..... Summary of Student and Teacher Statistics
- 6. Enroll (1) ..... Enrollment Statistics by Race/Ethnicity
- 7. Enroll (2) ..... Enrollment Statistics by Select Student Group
- 8. Attendance ..... Student Attendance Statistics
- 9. Teachers ..... Teacher Statistics

**LOCAL ASSESSMENT**

- 10. ACP ..... Dallas ISD Assessments of Course Performance

**COLLEGE READINESS**

- 13. SAT/ACT ..... SAT/ACT Results for Grade 12

## **2023-24 DATA PACKET INFORMATION**

This preliminary edition of the annual Campus Data Packet has placeholder reports for STAAR 3-8. When final performance level standards are released in August, new packets will be published with traditional reports. PLEASE READ the notes in the STAAR section below regarding PLACEHOLDER STAAR 3-8 reports.

## **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 school year.
- “New” students were new to the district in 2022-23. They are counted as new if not enrolled in a district campus before the last day of the 2021-22 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 2021-22 and 2022-23.

## **ATTENDANCE**

- Statistics are based on student attendance through 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 1-12. 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.
- 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.
- Score summaries for SAT and ACT contain all scores available for the school year (through July) at the time of publication.
- The SAT and ACT are administered throughout the year by The College Board and ACT, Inc. at national testing sites and students sit for these voluntarily as often as they choose. The district provides a school-day administration of each test (SAT to Grade 11 students in spring and ACT to Grade 12 students in fall). If a student has results from multiple administrations, only the latest scores are used.
- SAT scores range from 200 to 800; ACT scores range from 0 to 36. SAT 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” (The College Board). The benchmarks are 480 for the Evidence-Based Reading and Writing section score and 530 for the Mathematics section score. ACT's college readiness benchmarks are the minimum scores indicating a 50 percent chance of earning a B or better (and 75 percent chance of earning a C or better) in the corresponding college course. ACT benchmarks are available for four tests: English, 18; reading, 21; mathematics, 22; science, 24.

**STUDENT ENROLLMENT**

Grade	Enrollment
9	57
10	41
11	16
12	3
ALL	117

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	34	29.1	10	62.5
American Indian/Alaska Native	1	0.9	*	*
Asian/Hawaiian/Pacific Islander	2	1.7	*	*
Hispanic	77	65.8	2	12.5
White	1	0.9	3	18.8
Multiple	2	1.7	0	0.0
Other* (teachers only)	—	—	1	6.3
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	104	88.9
Economically disadvantaged	100	85.5
Limited English proficient (LEP)	44	37.6
Special education	18	15.4
Talented and Gifted (TAG)	14	12.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2021	6	2	33.3	0	0.0	0	0.0	4	66.7	0	0.0	0	0.0
	2022	79	29	36.7	0	0.0	0	0.0	46	58.2	1	1.3	3	3.8
	2023	57	16	28.1	0	0.0	2	3.5	37	64.9	1	1.8	1	1.8
10	2021													
	2022	50	22	44.0	0	0.0	0	0.0	28	56.0	0	0.0	0	0.0
	2023	41	12	29.3	1	2.4	0	0.0	27	65.9	0	0.0	1	2.4
11	2021	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2022	30	15	50.0	0	0.0	0	0.0	14	46.7	1	3.3	0	0.0
	2023	16	4	25.0	0	0.0	0	0.0	12	75.0	0	0.0	0	0.0
12	2021	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2022	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2023	3	2	66.7	0	0.0	0	0.0	1	33.3	0	0.0	0	0.0
9-12	2021	8	4	50.0	0	0.0	0	0.0	4	50.0	0	0.0	0	0.0
	2022	160	67	41.9	0	0.0	0	0.0	88	55.0	2	1.3	3	1.9
	2023	117	34	29.1	1	0.9	2	1.7	77	65.8	1	0.9	2	1.7

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	2021	6	6	100.0	2	33.3	0	0.0	4	66.7	0	0.0	0	0.0	100.0	0.0	33.3
	2022	79	69	87.3	22	27.8	10	12.7	67	84.8	3	3.8	9	11.4	57.0	43.0	20.3
	2023	57	51	89.5	23	40.4	15	26.3	53	93.0	5	8.8	9	15.8	64.9	35.1	21.1
10	2021																
	2022	50	42	84.0	14	28.0	6	12.0	39	78.0	7	14.0	7	14.0	66.0	34.0	18.0
	2023	41	35	85.4	13	31.7	3	7.3	34	82.9	8	19.5	6	14.6	65.9	34.1	9.8
11	2021	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
	2022	30	27	90.0	7	23.3	3	10.0	24	80.0	5	16.7	3	10.0	70.0	30.0	10.0
	2023	16	12	75.0	7	43.8	0	0.0	14	87.5	1	6.3	3	18.8	62.5	37.5	6.3
12	2021	1	1	100.0	0	0.0	1	100.0	1	100.0	0	0.0	1	100.0	100.0	0.0	0.0
	2022	1	1	100.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	100.0	0.0	0.0
	2023	3	2	66.7	1	33.3	0	0.0	3	100.0	0	0.0	0	0.0	66.7	33.3	0.0
9-12	2021	8	8	100.0	2	25.0	2	25.0	6	75.0	0	0.0	1	12.5	100.0	0.0	25.0
	2022	160	139	86.9	43	26.9	19	11.9	131	81.9	15	9.4	19	11.9	62.5	37.5	17.5
	2023	117	100	85.5	44	37.6	18	15.4	104	88.9	14	12.0	18	15.4	65.0	35.0	14.5

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	2021	7	13,245	6	77.9	12,348	93.2	33	100.0	4.2	0	8,679	0.0	65.5
	2022	68	12,879	53	78.7	11,301	87.7	456	100.0	18.1	0	9,837	0.0	76.4
	2023	93	12,036	75	80.7	10,367	86.1	695	100.0	17.0	0	9,480	0.0	78.8
10	2021	5	12,994	5	87.9	12,138	93.4	27	100.0	3.0	0	8,671	0.0	66.7
	2022	40	9,985	32	80.4	8,831	88.4	285	100.0	14.4	0	7,793	0.0	78.0
	2023	59	10,832	49	83.6	9,421	87.0	458	100.0	11.8	0	8,798	0.0	81.2
11	2021	3	11,173	3	92.0	10,467	93.7	15	100.0	2.5	0	7,138	0.0	63.9
	2022	26	8,677	21	83.4	7,777	89.6	191	100.0	11.4	0	6,953	0.0	80.1
	2023	25	7,794	21	85.4	6,861	88.0	210	100.0	9.3	0	6,565	0.0	84.2
12	2021	1	10,428	1	76.6	9,883	94.8			2.2		7,101		68.1
	2022	11	8,938	10	89.4	8,092	90.5	107	100.0	9.3	0	7,044	0.0	78.8
	2023	19	8,718	17	89.3	7,619	87.4	173	100.0	6.9	0	6,639	0.0	76.2
9-12	2021	17	47,841	14	83.6	44,835	93.7	79	100.0	3.1	0	31,589	0.0	66.0
	2022	144	40,480	117	80.8	36,002	88.9	1,039	100.0	13.8	0	31,627	0.0	78.1
	2023	195	39,380	162	83.0	34,268	87.0	1,536	100.0	11.8	0	31,482	0.0	79.9



Teachers: 16

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	10	62.5
Hispanic	2	12.5
White	3	18.8
Multiple	0	0.0
Other	1	6.3

Gender	Number	Percentage
Female	7	43.8
Male	9	56.3

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2020-21	8.5	88.2
2021-22	9.7	100.0
2022-23	15.7	83.3

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	0	0.0
1	0	0.0
2	0	0.0
3	0	0.0
4	0	0.0
5	0	0.0
1-3	0	0.0
More than 3	16	100.0
1 - 5	0	0.0
6 - 10	1	6.3
11 - 20	3	18.8
More than 20	12	75.0

**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**

40	26.5	53.1	55.5	56.0	2.5	25.0	48.1	81.0
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**ALGEBRA II**

40	34.9	61.0	51.8	50.1	7.5	60.0	47.1	87.9
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**ALGEBRA II HONORS**

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**ASTRONOMY**

2	*	*			*		56.3	*
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**BIOLOGY**

49	36.3	67.1	66.8	66.7	32.7	75.5	58.3	86.6
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**CHEMISTRY**

34	27.2	62.3	55.1	53.8	0.0	58.8	44.3	84.3
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**CHEMISTRY HONORS**

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**ECONOMICS**

3	*	*	*	*	*	*	69.9	*
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**ENGLISH I**

42	43.3	64.5	62.9	62.7	28.6	66.7	47.2	83.3
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**ENGLISH I ESOL BEGINNER**

1	*	*	*	*	*	*	38.6	*
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**ALGEBRA I**

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**ALGEBRA II**

18	33.3	66.7	72.8	73.9	33.3	88.9	61.4	88.5
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**ALGEBRA II HONORS**

12	51.1	74.3			66.7		72.4	88.8
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**ASTRONOMY**

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**BIOLOGY**

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**CHEMISTRY**

23	36.6	68.8	77.0	78.4	34.8	87.0	48.2	83.6
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**CHEMISTRY HONORS**

8	32.6	58.7			25.0		61.8	90.4
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**ECONOMICS**

3	*	*	*	*	*	*	65.6	*
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**ENGLISH I**

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**ENGLISH I ESOL BEGINNER**

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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

**ENGLISH II**

38	39.6	63.8	55.9	54.5	28.9	68.4	50.6	84.4
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**ENGLISH III**

29	49.1	69.4	40.2	35.0	55.2	51.7	52.6	84.6
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**ENGLISH IV**

21	48.4	72.9	25.6	17.3	47.6	33.3	62.6	91.3
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**ENVIRONMENTAL SYSTEMS**

13	38.9	64.8	59.5	58.5	15.4	46.2	59.7	91.9
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**GEOMETRY**

32	37.2	67.0	41.5	37.0	37.5	28.1	49.6	86.8
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**GEOMETRY HONORS**

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**GOVERNMENT**

8	51.8	68.5	77.1	78.6	37.5	87.5	57.7	95.1
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**PHYSICS**

15	31.7	66.4	36.9	31.6	33.3	40.0	51.1	89.1
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**PHYSICS HONORS**

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**PRE-CALCULUS**

9	35.5	57.0	25.3	19.8	11.1	22.2	33.1	91.4
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**PRE-CALCULUS HONORS**

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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

**ENGLISH II**

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**ENGLISH III**

14	48.2	70.7	70.6	70.6	57.1	85.7	57.8	85.2
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**ENGLISH IV**

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**ENVIRONMENTAL SYSTEMS**

3	*	*	*	*	*	*	46.9	*
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**GEOMETRY**

19	35.3	67.6	72.9	73.8	42.1	73.7	44.9	85.3
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**GEOMETRY HONORS**

6	27.8	59.9			0.0		58.5	89.2
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**GOVERNMENT**

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**PHYSICS**

4	*	*	*	*	*	*	58.9	*
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**PHYSICS HONORS**

4	*	*			*		66.6	*
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**PRE-CALCULUS**

2	*	*	*	*	*	*	48.3	*
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**PRE-CALCULUS HONORS**

2	*	*			*		61.2	*
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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

**SPANISH FOR HERITAGE SPEAKERS FUNDAMENTALS**

5	*	*	*	*	*	*	67.3	*
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**SPANISH I**

18	45.0	68.2	59.1	57.4	38.9	66.7	73.2	91.8
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**SPANISH II**

18	35.2	61.1	46.9	44.4	11.1	44.4	73.1	93.3
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**STUDIO ART I**

2	*	*			*		68.7	*
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**U.S. HISTORY**

24	40.2	63.4	44.3	40.9	29.2	45.8	53.6	86.9
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**WORLD GEOGRAPHY**

21	40.3	66.8	76.3	77.9	28.6	76.2	46.6	87.7
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**WORLD GEOGRAPHY HONORS**

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**WORLD HISTORY**

46	37.8	65.5	57.7	56.3	26.1	58.7	52.2	88.3
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**WORLD HISTORY HONORS**

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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

**SPANISH FOR HERITAGE SPEAKERS FUNDAMENTALS**

3	*	*	*	*	*	*	68.4	*
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**SPANISH I**

14	48.5	70.3	80.6	82.5	50.0	85.7	79.7	92.9
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**SPANISH II**

11	61.4	78.1	85.0	86.2	72.7	90.9	83.9	93.9
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**STUDIO ART I**

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**U.S. HISTORY**

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**WORLD GEOGRAPHY**

25	39.8	66.6	75.8	77.4	24.0	84.0	49.8	86.0
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**WORLD GEOGRAPHY HONORS**

4	*	*			*		74.2	*
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**WORLD HISTORY**

19	46.5	68.6	75.4	76.6	42.1	84.2	48.5	88.3
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**WORLD HISTORY HONORS**

10	52.4	68.3			60.0		66.7	91.4
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Test	Subtest	Year	Percent Tested		All Students			African American			Hispanic			White			District		
			%	Dist %	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK*	N	Mean	% at BMRK
SAT	Reading & Writing	2020-21		68.0													5,974	456	35.4
		2021-22	300.0	62.6	3	*	*	1	*	*	2	*	*				5,438	468	40.4
		2022-23	566.7	76.8	17	385	5.9	9	404	11.1	8	364	0.0				6,748	461	38.2
	Mathematics	2020-21		68.0													5,974	455	21.1
		2021-22	300.0	62.6	3	*	*	1	*	*	2	*	*				5,438	461	23.3
		2022-23	566.7	76.8	17	384	0.0	9	389	0.0	8	378	0.0				6,748	445	18.1

NOTE: See the NOTES report for information about score ranges and college-readiness benchmarks set by The College Board (SAT) and ACT, Inc.