



Data Packet
for 2013-14
planning

Dallas ISD

Evaluation & Assessment
Office of Institutional Research

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School Number 30

MAYA ANGELOU

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2012-13 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.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

ENROLLMENT

- Statistics are based on the school’s enrollment at the end of the fifth six-weeks grading period.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2012-13. They are counted as new if not enrolled in a district campus before the last day of the 2011-12 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 2011-12 and 2012-13.

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 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 for a minimum number of instructional days between the beginning of the school year and the first day of the main TAKS testing period. This number varies from 125 to 130 depending on the calendar in a particular school year.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- 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.

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, the Grade 12 “Enrollment” reported on Enrollment (1) and Enrollment (2) reports. For PSAT the denominator for “Percent Tested” is from the appropriate grade/year on the Enrollment reports.
- PSAT scores range from 20 to 80. PSAT is administered once each year in October. 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. (Students' scores will be used in multiple statistics if they took the PSAT in multiple years.)

ACP

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- The ACPs are given as final course exams in grades 3-12. In MIDDLE and HIGH school, they account for a portion of students' final semester grades (10% and 15% respectively). “Average course mark (no ACP)” is computed from semester grades before factoring in ACP scores. Course-grade statistics were not computed for ELEMENTARY schools because the ACPs do not yet factor into course 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 percent is required to pass an ACP. A course mark of at least 70 percent 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	6
8	13
9	3
10	7
11	4
ALL	34

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	12	35.3	5	71.4
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	22	64.7	0	0.0
White	0	0.0	1	14.3
Multiple	0	0.0	0	0.0
Other* (teachers only)	—	—	1	14.3
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	32	94.1
Economically disadvantaged	32	94.1
Limited English proficient (LEP)	11	32.4
Special education	4	11.8
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	%
6	2011	3	2	66.7	0	0.0	0	0.0	1	33.3	0	0.0	0	0.0
	2012													
	2013	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
7	2011	4	1	25.0	0	0.0	0	0.0	3	75.0	0	0.0	0	0.0
	2012	7	2	28.6	0	0.0	0	0.0	5	71.4	0	0.0	0	0.0
	2013	6	1	16.7	0	0.0	0	0.0	5	83.3	0	0.0	0	0.0
8	2011	15	4	26.7	0	0.0	0	0.0	11	73.3	0	0.0	0	0.0
	2012	15	6	40.0	0	0.0	0	0.0	9	60.0	0	0.0	0	0.0
	2013	13	3	23.1	0	0.0	0	0.0	10	76.9	0	0.0	0	0.0
9	2011	8	4	50.0	0	0.0	0	0.0	3	37.5	1	12.5	0	0.0
	2012	4	3	75.0	0	0.0	0	0.0	1	25.0	0	0.0	0	0.0
	2013	3	1	33.3	0	0.0	0	0.0	2	66.7	0	0.0	0	0.0
10	2011	12	6	50.0	1	8.3	0	0.0	4	33.3	0	0.0	1	8.3
	2012	4	1	25.0	0	0.0	0	0.0	3	75.0	0	0.0	0	0.0
	2013	7	3	42.9	0	0.0	0	0.0	4	57.1	0	0.0	0	0.0
11	2011	5	2	40.0	0	0.0	0	0.0	3	60.0	0	0.0	0	0.0
	2012	4	1	25.0	0	0.0	0	0.0	3	75.0	0	0.0	0	0.0
	2013	4	3	75.0	0	0.0	0	0.0	1	25.0	0	0.0	0	0.0
6-12	2011	47	19	40.4	1	2.1	0	0.0	25	53.2	1	2.1	1	2.1
	2012	34	13	38.2	0	0.0	0	0.0	21	61.8	0	0.0	0	0.0
	2013	34	12	35.3	0	0.0	0	0.0	22	64.7	0	0.0	0	0.0

Enrollment (2)

Enrollment Statistics by Select Student Group

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	2011	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
	2012																
	2013	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
7	2011	4	4	100.0	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	0.0	100.0	0.0
	2012	7	7	100.0	2	28.6	1	14.3	7	100.0	0	0.0	1	14.3	0.0	100.0	28.6
	2013	6	6	100.0	3	50.0	0	0.0	6	100.0	0	0.0	1	16.7	0.0	100.0	33.3
8	2011	15	14	93.3	6	40.0	1	6.7	13	86.7	0	0.0	1	6.7	0.0	100.0	6.7
	2012	15	15	100.0	4	26.7	1	6.7	15	100.0	0	0.0	3	20.0	0.0	100.0	13.3
	2013	13	13	100.0	5	38.5	0	0.0	11	84.6	0	0.0	3	23.1	0.0	100.0	0.0
9	2011	8	7	87.5	3	37.5	1	12.5	7	87.5	0	0.0	1	12.5	0.0	100.0	25.0
	2012	4	4	100.0	1	25.0	1	25.0	3	75.0	0	0.0	2	50.0	0.0	100.0	25.0
	2013	3	2	66.7	0	0.0	1	33.3	3	100.0	0	0.0	1	33.3	0.0	100.0	33.3
10	2011	12	11	91.7	0	0.0	1	8.3	9	75.0	0	0.0	0	0.0	0.0	100.0	25.0
	2012	4	3	75.0	0	0.0	0	0.0	4	100.0	0	0.0	2	50.0	0.0	100.0	0.0
	2013	7	6	85.7	3	42.9	2	28.6	7	100.0	0	0.0	1	14.3	0.0	100.0	0.0
11	2011	5	3	60.0	0	0.0	0	0.0	5	100.0	0	0.0	0	0.0	0.0	100.0	0.0
	2012	4	3	75.0	0	0.0	0	0.0	4	100.0	0	0.0	1	25.0	0.0	100.0	25.0
	2013	4	4	100.0	0	0.0	1	25.0	4	100.0	0	0.0	1	25.0	0.0	100.0	0.0
6-12	2011	47	42	89.4	9	19.1	3	6.4	41	87.2	0	0.0	3	6.4	0.0	100.0	14.9
	2012	34	32	94.1	7	20.6	3	8.8	33	97.1	0	0.0	9	26.5	0.0	100.0	17.6
	2013	34	32	94.1	11	32.4	4	11.8	32	94.1	0	0.0	8	23.5	0.0	100.0	8.8

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	2011	3	10,126	1	54.4	9,742	96.2	1	39.5	16.3	0	9,074	0.0	89.6
	2012	1	10,683	1	96.1	10,315	96.6	1	100.0	17.6	0	9,420	0.0	88.2
	2013	2	11,463	1	66.3	11,062	96.5	1	55.8	21.1	0	10,320	0.0	90.0
7	2011	5	10,058	3	74.2	9,589	95.3	2	44.0	21.9	0	8,791	0.0	87.4
	2012	9	10,204	7	77.0	9,727	95.3	8	90.7	23.8	0	8,576	0.0	84.0
	2013	6	10,542	5	82.2	10,116	96.0	4	67.2	24.5	0	9,357	0.0	88.8
8	2011	14	9,907	11	73.9	9,388	94.8	10	69.3	17.0	0	8,465	0.0	85.4
	2012	15	10,369	12	79.3	9,838	94.9	6	40.1	15.5	0	8,711	0.0	84.0
	2013	13	9,955	11	79.9	9,486	95.3	9	66.8	17.6	1	8,664	7.4	87.0
6-8	2011	22	30,091	15	71.7	28,719	95.4	13	60.4	18.4	0	26,330	0.0	87.5
	2012	24	31,256	19	78.9	29,880	95.6	15	61.5	18.9	0	26,707	0.0	85.4
	2013	21	31,960	17	79.4	30,665	96.0	14	66.0	21.1	1	28,341	4.7	88.7
9	2011	10	10,655	7	73.0	9,881	92.7	12	100.0	29.5	1	8,460	10.0	79.4
	2012	4	10,922	3	75.3	10,196	93.3	3	70.5	27.8	0	8,726	0.0	79.9
	2013	3	11,153	3	80.9	10,499	94.1	5	100.0	28.3	0	9,388	0.0	84.2
10	2011	13	9,679	11	81.2	9,027	93.3	5	38.1	18.7	0	8,048	0.0	83.2
	2012	6	9,007	4	79.9	8,431	93.6	3	54.0	20.6	0	7,332	0.0	81.4
	2013	10	9,331	8	81.7	8,812	94.4	7	71.7	20.5	2	8,042	20.5	86.2
11	2011	7	8,013	6	87.4	7,476	93.3	9	100.0	14.3	2	6,764	30.6	84.4
	2012	3	8,913	2	67.6	8,306	93.2	7	100.0	15.9	0	7,319	0.0	82.1
	2013	4	8,457	3	83.2	7,949	94.0	2	50.1	18.9	0	7,295	0.0	86.3
9-12	2011	30	36,182	24	79.7	33,685	93.1	27	88.6	19.2	3	29,927	9.8	82.7
	2012	13	37,021	10	75.7	34,504	93.2	15	100.0	19.8	0	30,119	0.0	81.4
	2013	17	37,140	14	81.9	34,922	94.0	14	82.2	21.2	2	31,994	11.7	86.1

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
ALL	2011	52	---	40	76.4	---	---	40	77.0	---	3	---	5.8	---
	2012	37	---	29	77.8	---	---	30	81.2	---	0	---	0.0	---
	2013	38	---	31	80.5	---	---	28	73.2	---	3	---	7.8	---

Teachers: 7

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	5	71.4
Hispanic	0	0.0
White	1	14.3
Multiple	0	0.0
Other	1	14.3

Gender	Number	Percentage
Female	6	85.7
Male	1	14.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2010-11	3.8	—
2011-12	5.1	61.5
2012-13	9.1	77.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	0	0.0
2	0	0.0
3	0	0.0
4	2	28.6
5	0	0.0
1-3	0	0.0
More than 3	7	100.0
1 - 5	2	28.6
6 - 10	0	0.0
11 - 20	5	71.4
More than 20	0	0.0

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2012		Level 2 in 2012		Level 3 in 2012		Levels 1-3 in 2012	
	Number Tested Both Years	Percentage Improved in 2013	Number Tested Both Years	Percentage Improved in 2013	Number Tested Both Years	Percentage Improved in 2013	Number Tested Both Years	Percentage Improved in 2013
8	1	*	0		0		1	*
ALL	1	*	0		0		1	*

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	Critical Reading	Fall 2010	1	*	*	0			1	*	*	0			0			8,638	36	25.4
		Fall 2011																7,988	36	25.4
		Fall 2012	2	*	*	2	*	*	0			0			0			7,737	37	24.5
	Mathematics	Fall 2010	1	*	*	0			1	*	*	0			0			8,638	39	32.9
		Fall 2011																7,988	38	24.5
		Fall 2012	2	*	*	2	*	*	0			0			0			7,737	39	26.0
	Writing	Fall 2010	1	*	*	0			1	*	*	0			0			8,638	34	16.6
		Fall 2011																7,988	36	22.7
		Fall 2012	2	*	*	2	*	*	0			0			0			7,737	37	25.0

*See the NOTES report for information about 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

2	*	*	*	*	*	*	42.6	*
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ALGEBRA II

2	*	*	*	*	*	*	43.4	*
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BIOLOGY

2	*	*	*	*	*	*	37.3	*
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CHEMISTRY

6	38.0	66.8	81.0	83.5	33.3	100.0	30.7	76.9
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ENGLISH I

2	*	*	*	*	*	*	42.1	*
---	---	---	---	---	---	---	------	---

ENGLISH II

4	*	*	*	*	*	*	47.8	*
---	---	---	---	---	---	---	------	---

ENGLISH III

3	*	*	*	*	*	*	43.1	*
---	---	---	---	---	---	---	------	---

GEOMETRY

4	*	*	*	*	*	*	48.6	*
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HS HEALTH EDUCATION

1	*	*	*	*	*	*	75.8	*
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IPC

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MATH MODELS W/APPLICATIONS

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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

1	*	*	*	*	*	*	51.1	*
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BIOLOGY

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CHEMISTRY

2	*	*	*	*	*	*	54.7	*
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ENGLISH I

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ENGLISH II

5	*	*	*	*	*	*	60.1	*
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ENGLISH III

2	*	*	*	*	*	*	54.8	*
---	---	---	---	---	---	---	------	---

GEOMETRY

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HS HEALTH EDUCATION

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IPC

1	*	*	*	*	*	*	51.3	*
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MATH MODELS W/APPLICATIONS

1	*	*	*	*	*	*	59.7	*
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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

PHYSICS

1	*	*	*	*	*	*	33.0	*
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U.S. HISTORY

6	40.2	52.8	83.0	87.2	0.0	100.0	46.4	89.0
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WORLD GEOGRAPHY

2	*	*	*	*	*	*	49.2	*
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WORLD HISTORY

4	*	*	*	*	*	*	38.5	*
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LANGUAGE ARTS 7

5	*	*	*	*	*	*	51.4	*
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LANGUAGE ARTS 8

10	56.8	71.8	85.0	86.3	80.0	88.9	49.8	85.2
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MATH 7

5	*	*	*	*	*	*	49.1	*
---	---	---	---	---	---	---	------	---

MATH 8

10	48.8	67.3	83.6	85.2	50.0	100.0	50.4	82.2
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MS HEALTH EDUCATION

3	*	*	*	*	*	*	72.6	*
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READING MASTERY 7

5	*	*	*	*	*	*	53.2	*
---	---	---	---	---	---	---	------	---

READING MASTERY 8

10	73.7	78.0	82.2	82.6	80.0	90.0	57.0	83.2
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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

PHYSICS

1	*	*	*	*	*	*	53.9	*
---	---	---	---	---	---	---	------	---

U.S. HISTORY

2	*	*	*	*	*	*	66.1	*
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WORLD GEOGRAPHY

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WORLD HISTORY

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LANGUAGE ARTS 7

3	*	*	*	*	*	*	62.8	*
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LANGUAGE ARTS 8

10	62.7	75.7	90.1	91.7	100.0	100.0	71.4	86.7
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MATH 7

3	*	*	*	*	*	*	56.2	*
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MATH 8

11	37.2	69.6	88.9	91.0	45.5	100.0	51.6	84.1
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MS HEALTH EDUCATION

1	*	*	*	*	*	*	76.3	*
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READING MASTERY 7

3	*	*	*	*	*	*	65.2	*
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READING MASTERY 8

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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 & SCIENCE 7 PRE-AP

5	*	*	*	*	*	*	61.0	*
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SCIENCE 8 & SCIENCE 8 PRE-AP

9	53.2	68.8	83.9	85.6	33.3	100.0	56.6	89.2
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TECHNOLOGY APPLICATIONS

5	*	*	*	*	*	*	57.6	*
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TEXAS STUDIES 7

5	*	*	*	*	*	*	45.4	*
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UNITED STATES STUDIES 8

6	44.7	64.7	80.8	82.6	33.3	100.0	50.3	86.3
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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 & SCIENCE 7 PRE-AP

3	*	*	*	*	*	*	71.3	*
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SCIENCE 8 & SCIENCE 8 PRE-AP

11	55.4	66.5	87.0	89.3	36.4	100.0	64.3	90.6
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TECHNOLOGY APPLICATIONS

1	*	*	*	*	*	*	63.3	*
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TEXAS STUDIES 7

3	*	*	*	*	*	*	61.2	*
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UNITED STATES STUDIES 8

8	39.9	63.2	85.4	87.9	12.5	100.0	55.8	85.7
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