

DATA PACKET

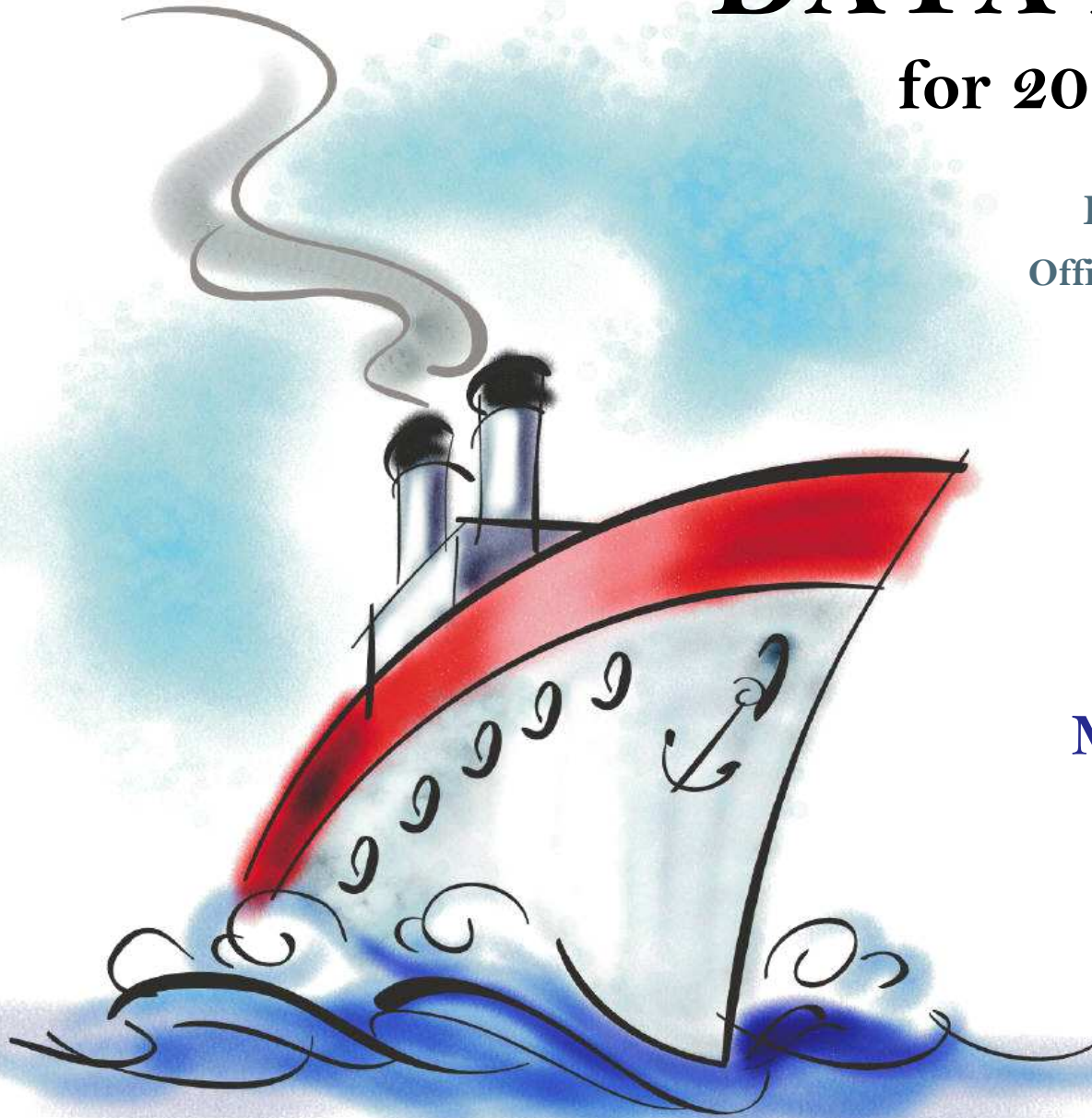
for 2014-15 planning

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August 4, 2014

School Number 30

**MAYA ANGELOU
HIGH SCHOOL**



Dallas Independent School District

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2013-14 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 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 receiving free or reduced-price lunches.
- “New” students were new to the district in 2013-14. They are counted as new if not enrolled in a district campus before the last day of the 2012-13 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 2012-13 and 2013-14.

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 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.
- Beginning in 2014, EOC Reading and EOC Writing tests were replaced with EOC English tests.

TELPAS

- Students are counted as having tested if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student's composite rating did not increase at least one level from 2013 to 2014, the TEA did not report the 2013 composite rating.
- If a student is rated as advanced high in 2014, the TEA does not differentiate between the advanced and advanced high levels from 2013.

ACP

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- The ACPs are semester exams administered in grades K-12. Not all courses have ACPs. In MIDDLE and HIGH school, ACP results 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. In ELEMENTARY school, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in data 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 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
7	3
8	16
9	5
10	6
11	8
ALL	38

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	11	28.9	5	71.4
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	1	2.6	*	*
Hispanic	25	65.8	0	0.0
White	1	2.6	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	38	100.0
Economically disadvantaged	34	89.5
Limited English proficient (LEP)	11	28.9
Special education	2	5.3
Talented and Gifted (TAG)	2	5.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
7	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
	2014	3	0	0.0	0	0.0	0	0.0	3	100.0	0	0.0	0	0.0
8	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
	2014	16	4	25.0	0	0.0	0	0.0	11	68.8	1	6.3	0	0.0
9	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
	2014	5	1	20.0	0	0.0	0	0.0	4	80.0	0	0.0	0	0.0
10	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
	2014	6	3	50.0	0	0.0	1	16.7	2	33.3	0	0.0	0	0.0
11	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
	2014	8	3	37.5	0	0.0	0	0.0	5	62.5	0	0.0	0	0.0
6-12	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
	2014	38	11	28.9	0	0.0	1	2.6	25	65.8	1	2.6	0	0.0

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	
7	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
	2014	3	3	100.0	1	33.3	0	0.0	3	100.0	0	0.0	1	33.3	0.0	100.0	33.3
8	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
	2014	16	14	87.5	7	43.8	0	0.0	16	100.0	1	6.3	2	12.5	0.0	100.0	6.3
9	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
	2014	5	4	80.0	2	40.0	0	0.0	5	100.0	1	20.0	0	0.0	0.0	100.0	20.0
10	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
	2014	6	6	100.0	0	0.0	1	16.7	6	100.0	0	0.0	1	16.7	0.0	100.0	0.0
11	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
	2014	8	7	87.5	1	12.5	1	12.5	8	100.0	0	0.0	2	25.0	0.0	100.0	0.0
6-12	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
	2014	38	34	89.5	11	28.9	2	5.3	38	100.0	2	5.3	6	15.8	0.0	100.0	7.9

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
7	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
	2014	3	11,195	3	85.1	10,729	95.8	2	58.8	22.1	0	9,852	0.0	88.0
8	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
	2014	17	10,449	13	77.5	9,970	95.4	8	47.3	13.1	0	9,097	0.0	87.1
6-8	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
	2014	20	32,451	16	78.7	31,112	95.9	10	49.3	18.5	0	28,503	0.0	87.8
9	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
	2014	5	10,850	4	79.9	10,242	94.4	1	18.3	28.4	0	9,091	0.0	83.8
10	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
	2014	6	9,898	4	77.7	9,367	94.6	0	0.0	20.3	0	8,628	0.0	87.2
11	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
	2014	8	8,467	6	75.7	8,005	94.5	0	0.0	18.1	0	7,476	0.0	88.3
12	2012		8,178			7,571	92.6			12.6		6,742		82.4
	2013		8,199			7,661	93.4			14.9		7,269		88.7
	2014	1	7,886	1	78.3	7,407	93.9	1	100.0	15.2	0	7,027	0.0	89.1
9-12	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
	2014	20	37,101	16	77.5	35,021	94.4	2	9.9	21.1	0	32,222	0.0	86.8

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
2011-12	5.1	—
2012-13	9.1	77.8
2013-14	5.6	100.0

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	2	28.6
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

PERFORMANCE IN 2014

Grade 2013-14 (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2014 Level	N	%	N	%	N	%	N	%	N	%
ALL (9)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	5	55.6	5	55.6	5	55.6	4	66.7	4	66.7
	Advanced High	4	44.4	4	44.4	4	44.4	2	33.3	2	33.3

**PROGRESSION FROM
2013 TO 2014**

Number Rated Both Years N (%) Progressed	2014 Level	2013 Level			
		Beg	Int	Adv	Adv High
4 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	4	
	Advanced High	0	0	0	

 Indicates students who progressed at least one level from 2013 to 2014.

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

1	*	*	*	*	*	*	41.1	*
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ALGEBRA II

3	*	*	*	*	*	*	47.9	*
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BIOLOGY

3	*	*	*	*	*	*	61.9	*
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CHEMISTRY

3	*	*	*	*	*	*	49.7	*
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CHEMISTRY PRE-AP

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ECONOMICS

1	*	*	*	*	*	*	69.6	*
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ENGLISH I

2	*	*	*	*	*	*	50.7	*
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ENGLISH I PRE-AP

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ENGLISH II

4	*	*	*	*	*	*	59.6	*
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ENGLISH II PRE-AP

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ENGLISH III

3	*	*	*	*	*	*	55.7	*
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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

6	28.8	63.2	78.2	80.9	0.0	80.0	55.9	84.7
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BIOLOGY

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CHEMISTRY

4	*	*	*	*	*	*	59.3	*
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CHEMISTRY PRE-AP

1	*	*	*	*	*	*	68.3	*
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ECONOMICS

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ENGLISH I

2	*	*	*	*	*	*	58.2	*
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ENGLISH I PRE-AP

1	*	*	*	*	*	*	78.6	*
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ENGLISH II

5	*	*	*	*	*	*	61.3	*
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ENGLISH II PRE-AP

1	*	*	*	*	*	*	72.2	*
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ENGLISH III

6	55.1	62.6	79.8	83.3	50.0	80.0	52.9	82.6
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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

ENVIRONMENTAL SYSTEMS

3	*	*	*	*	*	*	75.5	*
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GEOMETRY

3	*	*	*	*	*	*	61.9	*
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GEOMETRY PRE-AP

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HS HEALTH EDUCATION

1	*	*	*	*	*	*	81.1	*
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MATH MODELS W/APPLICATIONS

1	*	*	*	*	*	*	55.0	*
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PHYSICS

3	*	*	*	*	*	*	37.8	*
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U.S. HISTORY

4	*	*	*	*	*	*	51.5	*
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WORLD GEOGRAPHY

1	*	*	*	*	*	*	48.7	*
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WORLD GEOGRAPHY PRE-AP

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WORLD HISTORY

3	*	*	*	*	*	*	48.3	*
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WORLD HISTORY PRE-AP

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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

ENVIRONMENTAL SYSTEMS

2	*	*	*	*	*	*	62.8	*
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GEOMETRY

5	*	*	*	*	*	*	66.7	*
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GEOMETRY PRE-AP

2	*	*	*	*	*	*	66.0	*
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HS HEALTH EDUCATION

4	*	*	*	*	*	*	76.7	*
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MATH MODELS W/APPLICATIONS

1	*	*	*	*	*	*	58.5	*
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PHYSICS

6	28.6	62.4	74.6	77.0	0.0	80.0	53.6	82.4
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U.S. HISTORY

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WORLD GEOGRAPHY

1	*	*	*	*	*	*	57.7	*
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WORLD GEOGRAPHY PRE-AP

1	*	*	*	*	*	*	79.5	*
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WORLD HISTORY

4	*	*	*	*	*	*	58.5	*
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WORLD HISTORY PRE-AP

1	*	*	*	*	*	*	65.4	*
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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

LANGUAGE ARTS 7

2	*	*	*	*	*	*	52.3	*
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LANGUAGE ARTS 8

7	48.0	66.1	76.6	77.7	14.3	85.7	56.7	87.7
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LANGUAGE ARTS 8 PRE-AP

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MATHEMATICS 7

2	*	*	*	*	*	*	49.3	*
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MATHEMATICS 8

7	38.4	60.7	74.7	76.2	14.3	83.3	51.9	84.5
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MS HEALTH EDUCATION

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READING MASTERY 7

2	*	*	*	*	*	*	50.3	*
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READING MASTERY 8

7	56.8	71.8	75.8	76.3	71.4	83.3	63.1	85.0
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SCIENCE 7

2	*	*	*	*	*	*	51.0	*
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SCIENCE 8 & SCIENCE 8 PRE-AP

7	34.6	56.4	73.3	75.1	0.0	66.7	64.6	90.4
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TECHNOLOGY APPLICATIONS

1	*	*	*	*	*	*	60.4	*
---	---	---	---	---	---	---	------	---

SEMESTER 2 TESTS

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

LANGUAGE ARTS 7

3	*	*	*	*	*	*	59.3	*
---	---	---	---	---	---	---	------	---

LANGUAGE ARTS 8

13	57.1	70.1	79.2	80.3	53.8	92.3	72.6	85.9
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LANGUAGE ARTS 8 PRE-AP

1	*	*			*		75.8	*
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MATHEMATICS 7

3	*	*	*	*	*	*	50.1	*
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MATHEMATICS 8

14	41.9	65.2	78.0	79.4	28.6	85.7	51.9	85.4
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MS HEALTH EDUCATION

9	60.8	76.0	80.9	81.4	88.9	88.9	73.6	89.8
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READING MASTERY 7

3	*	*	*	*	*	*	59.4	*
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READING MASTERY 8

13	57.2	71.5	78.6	79.5	61.5	100.0	71.7	85.4
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SCIENCE 7

3	*	*	*	*	*	*	71.7	*
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SCIENCE 8 & SCIENCE 8 PRE-AP

15	39.4	57.7	77.5	79.7	6.7	93.3	64.5	88.8
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TECHNOLOGY APPLICATIONS

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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

TEXAS STUDIES 7

2	*	*	*	*	*	*	49.3	*
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U.S. STUDIES 8

7	29.8	59.5	71.0	72.3	0.0	57.1	50.5	85.9
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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

TEXAS STUDIES 7

3	*	*	*	*	*	*	59.9	*
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U.S. STUDIES 8

13	36.4	57.6	76.3	78.4	7.7	91.7	54.3	84.4
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