

# DATA PACKET

## for 2015-16 planning

Evaluation & Assessment  
Office of Institutional Research

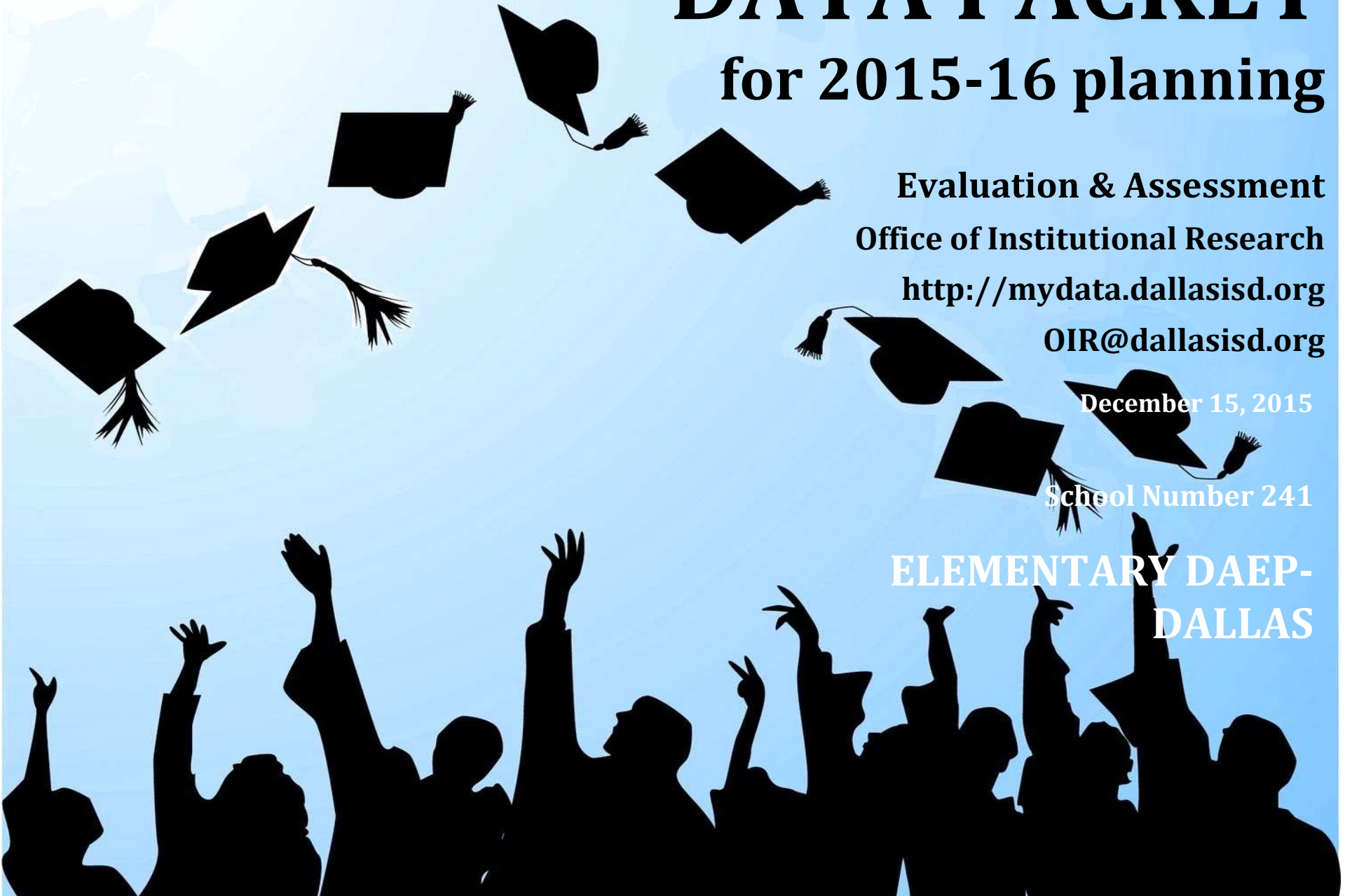
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December 15, 2015

School Number 241

**ELEMENTARY DAEP-  
DALLAS**



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## **2014-15 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, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- 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 who qualify for free or reduced-price lunch through the federal government's program, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- “New” students were new to the district in 2014-15. They are counted as new if not enrolled in a district campus before the last day of the 2013-14 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 2013-14 and 2014-15.

## **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, 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.

### 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
1	1
2	1
4	4
5	4
ALL	10

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	4	40.0	3	60.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	3	30.0	1	20.0
White	2	20.0	0	0.0
Multiple	1	10.0	1	20.0
Other* (teachers only)	—	—	0	0.0
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	10	100.0
Economically disadvantaged	10	100.0
Limited English proficient (LEP)	3	30.0
Special education	2	20.0
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	%
1	2013	3	1	33.3	0	0.0	0	0.0	0	0.0	2	66.7	0	0.0
	2014	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2015	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	2013	1	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
	2014	2	1	50.0	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0
	2015	1	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
4	2013	6	5	83.3	0	0.0	0	0.0	1	16.7	0	0.0	0	0.0
	2014	3	1	33.3	0	0.0	0	0.0	1	33.3	1	33.3	0	0.0
	2015	4	2	50.0	0	0.0	0	0.0	1	25.0	0	0.0	1	25.0
5	2013	10	4	40.0	0	0.0	0	0.0	6	60.0	0	0.0	0	0.0
	2014	6	2	33.3	0	0.0	0	0.0	4	66.7	0	0.0	0	0.0
	2015	4	1	25.0	0	0.0	0	0.0	1	25.0	2	50.0	0	0.0
5	2013	22	11	50.0	0	0.0	0	0.0	9	40.9	2	9.1	0	0.0
	2014	13	6	46.2	0	0.0	0	0.0	6	46.2	1	7.7	0	0.0
	2015	10	4	40.0	0	0.0	0	0.0	3	30.0	2	20.0	1	10.0

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	
1	2013	3	2	66.7	0	0.0	0	0.0	3	100.0	0	0.0	0	0.0	100.0	0.0	0.0
	2014	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
	2015	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
2	2013	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
	2014	2	1	50.0	1	50.0	0	0.0	2	100.0	0	0.0	1	50.0	100.0	0.0	0.0
	2015	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
4	2013	6	6	100.0	1	16.7	1	16.7	6	100.0	0	0.0	0	0.0	83.3	16.7	0.0
	2014	3	2	66.7	0	0.0	2	66.7	3	100.0	0	0.0	1	33.3	100.0	0.0	0.0
	2015	4	4	100.0	1	25.0	0	0.0	4	100.0	0	0.0	0	0.0	75.0	25.0	0.0
5	2013	10	10	100.0	2	20.0	1	10.0	10	100.0	0	0.0	0	0.0	80.0	20.0	0.0
	2014	6	4	66.7	3	50.0	1	16.7	6	100.0	0	0.0	2	33.3	66.7	33.3	0.0
	2015	4	4	100.0	2	50.0	2	50.0	4	100.0	0	0.0	1	25.0	75.0	25.0	0.0
5	2013	22	21	95.5	4	18.2	2	9.1	22	100.0	0	0.0	0	0.0	86.4	13.6	0.0
	2014	13	9	69.2	4	30.8	3	23.1	13	100.0	0	0.0	4	30.8	84.6	15.4	0.0
	2015	10	10	100.0	3	30.0	2	20.0	10	100.0	0	0.0	1	10.0	80.0	20.0	0.0

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
1	2013	1	14,131	1	89.6	13,568	96.0	7	100.0	18.8	0	12,378	0.0	87.6
	2014	1	14,264	0	93.3	13,734	96.3	5	100.0	18.0	0	12,511	0.0	87.7
	2015	0	13,984	0	100.0	13,437	96.1	1	100.0	18.1	0	12,405	0.0	88.7
2	2013	1	13,553	1	90.5	13,074	96.5	9	100.0	17.1	0	12,034	0.0	88.8
	2014	1	13,664	1	92.5	13,220	96.8	5	100.0	16.0	1	12,162	67.2	89.0
	2015	0	13,916	0	84.6	13,422	96.4	4	100.0	16.6	0	12,453	0.0	89.5
3	2013	1	12,877	1	98.2	12,463	96.8	9	100.0	15.9	0	11,544	0.0	89.7
	2014	2	13,166	2	95.2	12,770	97.0	8	100.0	16.2	1	11,764	60.5	89.4
	2015	0	13,237	0	97.0	12,793	96.6	3	100.0	16.2	0	11,910	0.0	90.0
4	2013	4	12,400	4	92.9	12,023	97.0	74	100.0	16.5	0	11,167	0.0	90.1
	2014	3	12,546	3	92.3	12,183	97.1	23	100.0	15.0	0	11,321	0.0	90.2
	2015	4	12,745	3	93.3	12,343	96.9	45	100.0	16.2	0	11,520	0.0	90.4
5	2013	4	12,055	4	94.4	11,698	97.0	66	100.0	6.2	0	10,918	0.0	90.6
	2014	3	12,130	3	91.1	11,794	97.2	33	100.0	4.0	0	10,985	0.0	90.6
	2015	4	12,122	4	91.2	11,747	96.9	61	100.0	6.6	0	11,052	0.0	91.2
5	2013	11	90,400	10	93.3	87,154	96.4	166	100.0	16.6	0	80,166	0.0	88.7
	2014	10	90,151	9	92.5	87,126	96.6	74	100.0	15.2	2	80,114	20.2	88.9
	2015	8	90,182	8	92.0	86,910	96.4	114	100.0	16.1	0	80,614	0.0	89.4

\*Prior-year statistics were recomputed to reflect current attendance requirements.



Teachers: 5

**DISTRIBUTIONS**

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

Gender	Number	Percentage
Female	3	60.0
Male	2	40.0

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2012-13	10.5	42.9
2013-14	8.1	100.0
2014-15	7.4	80.0

**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	0	0.0
1-3	0	0.0
More than 3	5	100.0
1 - 5	0	0.0
6 - 10	1	20.0
11 - 20	1	20.0
More than 20	3	60.0

**PERCENTAGE PROFICIENCY LEVELS**

Grade	Number Tested	Level 1 in 2015		Level 2 in 2015		Level 3 in 2015		Level 4 in 2015		Level 5 in 2015		Level 6 in 2015	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
5	2					*	*	*	*				
ALL	2					*	*	*	*				

**SEMESTER 1 TESTS**

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

**GRADE 2 MATHEMATICS**

1	*	*			*		83.6	*
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**GRADE 2 PHYSICAL EDUCATION**

1	*	*			*		96.5	*
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**GRADE 2 READING**

1	*	*			*		68.2	*
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**GRADE 4 LANGUAGE ARTS**

2	*	*			*		60.2	*
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**GRADE 4 MATHEMATICS**

2	*	*			*		57.0	*
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**GRADE 4 MUSIC**

1	*	*			*		76.3	*
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**GRADE 4 READING**

3	*	*			*		61.0	*
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**GRADE 4 SCIENCE**

2	*	*			*		58.5	*
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**GRADE 4 SOCIAL STUDIES**

2	*	*			*		38.0	*
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**GRADE 5 LANGUAGE ARTS**

2	*	*			*		71.9	*
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**GRADE 5 MATHEMATICS**

2	*	*			*		49.3	*
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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

**GRADE 2 MATHEMATICS**

1	*	*			*		72.6	*
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**GRADE 2 PHYSICAL EDUCATION**

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**GRADE 2 READING**

1	*	*			*		64.4	*
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**GRADE 4 LANGUAGE ARTS**

6	34.3	53.1	74.5		16.7	100.0	63.1	88.9
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**GRADE 4 MATHEMATICS**

8	19.8	56.3	69.0		0.0	50.0	48.5	86.9
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**GRADE 4 MUSIC**

3	*	*			*		66.4	*
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**GRADE 4 READING**

6	26.7	51.1	67.7		0.0	33.3	55.4	88.2
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**GRADE 4 SCIENCE**

6	33.3	55.6	75.5		0.0	100.0	61.7	95.4
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**GRADE 4 SOCIAL STUDIES**

7	33.1	59.0	76.3		0.0	75.0	38.2	95.2
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**GRADE 5 LANGUAGE ARTS**

8	43.1	55.0	77.0		25.0	100.0	66.7	93.3
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**GRADE 5 MATHEMATICS**

10	30.4	58.3	72.0		10.0	75.0	57.9	88.1
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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

**GRADE 5 PHYSICAL EDUCATION**

2	*	*			*		88.5	*
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**GRADE 5 READING**

2	*	*			*		66.2	*
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**GRADE 5 SCIENCE**

2	*	*			*		56.7	*
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**GRADE 5 SOCIAL STUDIES**

2	*	*			*		51.7	*
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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

**GRADE 5 PHYSICAL EDUCATION**

3	*	*	*		*	*	93.6	*
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**GRADE 5 READING**

7	40.9	55.7	73.8		0.0	75.0	66.6	89.6
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**GRADE 5 SCIENCE**

8	32.8	42.4	67.0		0.0	33.3	65.6	92.3
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**GRADE 5 SOCIAL STUDIES**

10	33.9	58.7	73.8		10.0	75.0	52.1	95.9
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