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ELEMENTARY DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM

SCHOOL NUMBER 241

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I N S T I T U T I O N A L

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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
1	1
3	1
4	1
5	3
ALL	6

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	1	16.7	3	100.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	5	83.3	0	0.0
White	0	0.0	0	0.0
Multiple	0	0.0	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	3	50.0
Economically disadvantaged	6	100.0
Limited English proficient (LEP)	2	33.3
Special education	0	0.0
Talented and Gifted (TAG)	1	16.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
1	2017													
	2018													
	2019	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	2017	2	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2018	3	2	66.7	0	0.0	0	0.0	1	33.3	0	0.0	0	0.0
	2019	1	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
4	2017	3	0	0.0	0	0.0	0	0.0	3	100.0	0	0.0	0	0.0
	2018													
	2019	1	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
5	2017	6	4	66.7	0	0.0	0	0.0	2	33.3	0	0.0	0	0.0
	2018	6	4	66.7	0	0.0	0	0.0	2	33.3	0	0.0	0	0.0
	2019	3	0	0.0	0	0.0	0	0.0	3	100.0	0	0.0	0	0.0
5	2017	11	6	54.5	0	0.0	0	0.0	5	45.5	0	0.0	0	0.0
	2018	17	12	70.6	0	0.0	0	0.0	5	29.4	0	0.0	0	0.0
	2019	6	1	16.7	0	0.0	0	0.0	5	83.3	0	0.0	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	
1	2017																	
	2018																	
	2019	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100.0	0.0	0.0
3	2017	2	2	100.0	0	0.0	0	0.0	2	100.0	0	0.0	0	0.0	100.0	0.0	0.0
	2018	3	3	100.0	1	33.3	1	33.3	3	100.0	0	0.0	0	0.0	100.0	0.0	0.0
	2019	1	1	100.0	1	100.0	0	0.0	1	100.0	0	0.0	0	0.0	0.0	100.0	0.0
4	2017	3	3	100.0	2	66.7	1	33.3	3	100.0	0	0.0	1	33.3	100.0	0.0	0.0
	2018																	
	2019	1	1	100.0	1	100.0	0	0.0	1	100.0	0	0.0	0	0.0	100.0	0.0	0.0
5	2017	6	6	100.0	0	0.0	0	0.0	6	100.0	2	33.3	0	0.0	100.0	0.0	0.0
	2018	6	4	66.7	1	16.7	1	16.7	6	100.0	0	0.0	1	16.7	66.7	33.3	0.0
	2019	3	3	100.0	0	0.0	0	0.0	1	33.3	1	33.3	0	0.0	66.7	33.3	0.0
5	2017	11	11	100.0	2	18.2	1	9.1	11	100.0	2	18.2	1	9.1	100.0	0.0	0.0
	2018	17	14	82.4	3	17.6	3	17.6	17	100.0	0	0.0	2	11.8	76.5	23.5	5.9
	2019	6	6	100.0	2	33.3	0	0.0	3	50.0	1	16.7	0	0.0	66.7	33.3	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	**2017**	0	12,278	0	94.5	11,800	96.1			18.4		11,169		91.0
	2018	0	11,550	0	93.6	11,055	95.7			16.6		10,347		89.6
	2019	0	11,198	0	100.0	10,714	95.7	2	100.0	6.3		10,067		89.9
2	**2017**	0	12,938	0	96.0	12,476	96.4			16.9		11,850		91.6
	2018	1	11,864	1	86.1	11,398	96.1	7	100.0	15.9	0	10,717	0.0	90.3
	2019	0	11,232	0	93.7	10,778	96.0	3	100.0	5.9		10,167		90.5
3	**2017**	1	13,158	1	91.8	12,734	96.8			15.9		12,162		92.4
	2018	1	12,536	1	97.0	12,080	96.4	4	100.0	14.4	0	11,431	0.0	91.2
	2019	2	11,452	2	97.5	11,021	96.2	7	100.0	5.8	1	10,472	60.6	91.4
4	**2017**	3	12,873	2	94.9	12,467	96.8	36	100.0	15.4	0	11,953	0.0	92.9
	2018	3	12,675	3	97.6	12,235	96.5	38	100.0	14.1	0	11,637	0.0	91.8
	2019	2	12,118	2	93.8	11,678	96.4	32	100.0	6.0	0	11,110	0.0	91.7
5	**2017**	4	12,220	4	94.7	11,838	96.9	46	100.0	6.1	0	11,367	0.0	93.0
	2018	4	12,498	4	93.4	12,078	96.6	50	100.0	6.1	0	11,513	0.0	92.1
	2019	3	12,193	3	91.4	11,764	96.5	39	100.0	5.4	0	11,300	0.0	92.7
5	**2017**	8	85,626	8	94.5	82,578	96.4	96	100.0	15.7	0	78,626	0.0	91.8
	2018	10	82,994	10	94.2	79,750	96.1	105	100.0	14.3	0	75,224	0.0	90.6
	2019	8	80,206	7	93.8	76,930	95.9	83	100.0	6.2	1	72,707	13.0	90.7

Teachers: 3

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	100.0
Hispanic	0	0.0
White	0	0.0
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	1	33.3
Male	2	66.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2016-17	8.0	80.0
2017-18	6.5	75.0
2018-19	14.0	75.0

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	3	100.0
1 - 5	0	0.0
6 - 10	0	0.0
11 - 20	1	33.3
More than 20	2	66.7

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

Elementary School Exams

GRADE 3 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
1	*	*	*		*	*	65.9	*

GRADE 3 MATHEMATICS

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

GRADE 3 READING SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
1	*	*	*		*	*	54.5	*

GRADE 3 READING SPANISH

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

GRADE 4 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
1	*	*	*		*	*	66.6	*

GRADE 4 MATHEMATICS

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

GRADE 4 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
1	*	*	*		*	*	68.8	*

GRADE 4 READING

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

GRADE 5 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
2	*	*	*		*	*	76.6	*

GRADE 5 MATHEMATICS

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

GRADE 5 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
2	*	*	*		*	*	78.4	*

GRADE 5 READING

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

GRADE 5 SCIENCE

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
2	*	*	*		*	*	75.6	*

GRADE 5 SCIENCE

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