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L E P L A N C T

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P E Z O L C E T D

BARBARA M. MANNS HIGH SCHOOL DAEP

SCHOOL NUMBER 29

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U A T I O N S &
A S S E S S M E N T
I N S T I T U T I O N A L
R E S E A R C H M Y D A T A
. D A L L A S I S D . O R G
O I R @ D A L L A S
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DALLAS
INDEPENDENT SCHOOL DISTRICT

JULY 22, 2019

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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.
- Statistics from 2017-18 IPT administrations are presented in a separate report in this year's data packet. Statistics were recomputed from last year to separate English from Spanish results and to select only the latest score for a student.

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.

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.
- PSAT/NMSQT and PSAT 8-9 are administered once each year in the fall. District students are tested at their schools. Statistics for a grade level are based on all students in that grade level in the fall with a score for that year.
- PSAT/NMSQT scores range from 200 to 800. PSAT/NMSQT 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 College Board has determined benchmark scores separately for each grade and section, Evidence-Based Reading and Writing and Mathematics. Grade 9: 410 and 450. Grade 10: 430 and 480. Grade 11: 460 and 510.

STUDENT ENROLLMENT

Grade	Enrollment
9	72
10	36
11	17
12	2
ALL	127

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	44	34.6	12	66.7
American Indian/Alaska Native	1	0.8	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	78	61.4	2	11.1
White	2	1.6	2	11.1
Multiple	1	0.8	0	0.0
Other* (teachers only)	—	—	2	11.1
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	101	79.5
Economically disadvantaged	112	88.2
Limited English proficient (LEP)	46	36.2
Special education	10	7.9
Talented and Gifted (TAG)	9	7.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2017	52	20	38.5	0	0.0	0	0.0	32	61.5	0	0.0	0	0.0
	2018	64	26	40.6	0	0.0	0	0.0	36	56.3	1	1.6	1	1.6
	2019	72	29	40.3	1	1.4	0	0.0	40	55.6	1	1.4	1	1.4
10	2017	25	9	36.0	0	0.0	0	0.0	13	52.0	3	12.0	0	0.0
	2018	24	15	62.5	0	0.0	0	0.0	9	37.5	0	0.0	0	0.0
	2019	36	12	33.3	0	0.0	0	0.0	23	63.9	0	0.0	0	0.0
11	2017	14	5	35.7	0	0.0	0	0.0	8	57.1	0	0.0	1	7.1
	2018	26	12	46.2	0	0.0	1	3.8	12	46.2	1	3.8	0	0.0
	2019	17	3	17.6	0	0.0	0	0.0	13	76.5	1	5.9	0	0.0
12	2017													
	2018	1	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
	2019	2	0	0.0	0	0.0	0	0.0	2	100.0	0	0.0	0	0.0
9-12	2017	91	34	37.4	0	0.0	0	0.0	53	58.2	3	3.3	1	1.1
	2018	115	53	46.1	0	0.0	1	0.9	58	50.4	2	1.7	1	0.9
	2019	127	44	34.6	1	0.8	0	0.0	78	61.4	2	1.6	1	0.8

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	2017	52	47	90.4	17	32.7	9	17.3	52	100.0	0	0.0	10	19.2	65.4	34.6	23.1
	2018	64	49	76.6	23	35.9	14	21.9	64	100.0	0	0.0	11	17.2	70.3	29.7	26.6
	2019	72	66	91.7	31	43.1	6	8.3	61	84.7	6	8.3	12	16.7	68.1	31.9	15.3
10	2017	25	21	84.0	7	28.0	0	0.0	25	100.0	0	0.0	3	12.0	64.0	36.0	20.0
	2018	24	18	75.0	4	16.7	5	20.8	24	100.0	0	0.0	3	12.5	70.8	29.2	16.7
	2019	36	31	86.1	13	36.1	4	11.1	28	77.8	1	2.8	6	16.7	72.2	27.8	13.9
11	2017	14	13	92.9	5	35.7	2	14.3	14	100.0	0	0.0	1	7.1	64.3	35.7	0.0
	2018	26	22	84.6	2	7.7	2	7.7	26	100.0	0	0.0	4	15.4	50.0	50.0	0.0
	2019	17	14	82.4	1	5.9	0	0.0	10	58.8	2	11.8	4	23.5	70.6	29.4	0.0
12	2017																
	2018	1	1	100.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	0.0	100.0	0.0
	2019	2	1	50.0	1	50.0	0	0.0	2	100.0	0	0.0	0	0.0	50.0	50.0	0.0
9-12	2017	91	81	89.0	29	31.9	11	12.1	91	100.0	0	0.0	14	15.4	64.8	35.2	18.7
	2018	115	90	78.3	29	25.2	21	18.3	115	100.0	0	0.0	18	15.7	65.2	34.8	18.3
	2019	127	112	88.2	46	36.2	10	7.9	101	79.5	9	7.1	22	17.3	69.3	30.7	12.6

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	2017	47	11,759	33	70.4	10,936	93.0	338	100.0	25.7	0	9,766	0.0	83.1
	2018	58	11,716	39	66.8	10,961	93.6	360	100.0	22.9	0	9,718	0.0	82.9
	2019	65	13,484	46	69.8	12,111	89.8	458	100.0	14.7	0	8,723	0.0	64.7
10	2017	25	10,329	19	77.5	9,713	94.0	213	100.0	16.3	0	9,045	0.0	87.6
	2018	27	10,382	22	82.4	9,791	94.3	221	100.0	16.5	0	8,886	0.0	85.6
	2019	33	12,020	26	79.3	10,909	90.8	264	100.0	7.4	0	7,845	0.0	65.3
11	2017	13	8,543	10	77.0	8,088	94.7	115	100.0	13.7	0	7,756	0.0	90.8
	2018	15	9,131	12	77.8	8,661	94.9	115	100.0	12.0	0	8,132	0.0	89.1
	2019	15	10,324	12	80.4	9,443	91.5	134	100.0	4.9	0	7,071	0.0	68.5
12	2017	7	8,197	6	88.6	7,762	94.7	92	100.0	6.4	0	7,365	0.0	89.8
	2018	12	8,756	9	81.2	8,306	94.9	119	100.0	5.8	0	7,772	0.0	88.8
	2019	13	10,368	11	83.9	9,434	91.0	131	100.0	3.3	0	7,151	0.0	69.0
9-12	2017	92	38,829	69	74.7	36,498	94.0	758	100.0	16.5	0	33,932	0.0	87.4
	2018	112	39,984	82	73.5	37,719	94.3	815	100.0	15.0	0	34,508	0.0	86.3
	2019	126	46,196	95	75.0	41,897	90.7	987	100.0	8.1	0	30,790	0.0	66.7

Teachers: 18

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	12	66.7
Hispanic	2	11.1
White	2	11.1
Multiple	0	0.0
Other	2	11.1

Gender	Number	Percentage
Female	10	55.6
Male	8	44.4

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2016-17	9.0	60.5
2017-18	10.4	73.1
2018-19	6.5	71.4

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	5.6
2	0	0.0
3	0	0.0
4	1	5.6
5	1	5.6
1-3	1	5.6
More than 3	17	94.4
1 - 5	3	16.7
6 - 10	2	11.1
11 - 20	5	27.8
More than 20	8	44.4

PERCENTAGE BY PROFICIENCY LEVEL

Language	Grade	Number Tested	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
			N	%	N	%	N	%	N	%	N	%
<i>English</i>	9	12	*	*	6	50.0			*	*		
	10	6	*	*	*	*	*	*				
	11	1	*	*								
	ALL	19	7	36.8	10	52.6	*	*	*	*		

2018 PERCENTAGE BY PROFICIENCY LEVEL

Language	Grade	Number Tested	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
			N	%	N	%	N	%	N	%	N	%
<i>English</i>	9	8	*	*	*	*	*	*	*	*		
	10	2			*	*						
	11	2									*	*
	ALL	12	*	*	7	58.3	*	*	*	*	*	*

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

25	30.1	55.4	61.9	63.0	12.0	48.0	57.9	83.5
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ALGEBRA II

8	29.5	50.8	52.0	52.2	12.5	37.5	58.9	84.8
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ASTRONOMY

1	*	*	*	*	*	*	51.7	*
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BIOLOGY

21	29.6	67.5	55.5	53.4	38.1	38.1	62.6	79.5
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CHEMISTRY

19	26.6	60.0	62.7	63.2	0.0	26.3	45.0	83.1
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ECONOMICS

5	*	*	*	*	*	*	70.4	*
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ENGLISH I

26	48.0	61.0	58.0	57.4	30.8	42.3	53.6	82.6
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ENGLISH I ESOL BEGINNER

1	*	*	*	*	*	*	43.7	*
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ENGLISH II

18	49.9	66.6	65.9	65.8	33.3	61.1	64.6	84.2
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ENGLISH III

18	46.6	64.4	70.9	72.1	33.3	72.2	61.6	86.1
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ALGEBRA I

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ALGEBRA II

12	50.3	72.4	74.5	74.9	41.7	66.7	74.9	86.7
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ASTRONOMY

1	*	*	*	*	*	*	43.2	*
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BIOLOGY

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CHEMISTRY

18	34.8	64.5	72.6	74.0	33.3	72.2	51.3	78.7
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ECONOMICS

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ENGLISH I

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ENGLISH I ESOL BEGINNER

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ENGLISH II

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ENGLISH III

12	59.8	73.2	69.0	68.3	75.0	58.3	56.1	83.7
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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

ENGLISH IV

12	50.7	67.1	71.8	72.6	50.0	75.0	68.1	92.7
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ENVIRONMENTAL SYSTEMS

12	46.2	64.1	62.5	62.1	25.0	58.3	71.0	92.4
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FRENCH I

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FRENCH II

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GEOMETRY

20	28.3	61.6	67.9	69.1	10.0	80.0	48.0	83.6
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GOVERNMENT

8	48.5	64.9	75.5	77.4	50.0	87.5	62.0	94.3
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HS HEALTH EDUCATION

9	53.3	68.9	26.8	19.3	44.4	33.3	73.7	95.0
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IPC

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PHYSICS

12	33.6	65.7	63.0	62.5	25.0	50.0	55.1	86.7
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PRE-CALCULUS

2	*	*	*	*	*	*	49.4	*
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SPANISH FOR HERITAGE SPEAKERS FUNDAMENTALS

1	*	*	*	*	*	*	71.2	*
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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

ENGLISH IV

1	*	*	*	*	*		48.3	*
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ENVIRONMENTAL SYSTEMS

11	36.9	48.8	63.2	65.7	0.0	45.5	52.7	89.3
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FRENCH I

3	*	*	*	*	*	*	73.8	*
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FRENCH II

2	*	*	*	*	*	*	70.7	*
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GEOMETRY

16	29.2	63.4	66.1	66.6	6.3	31.3	52.7	81.9
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GOVERNMENT

1	*	*	*	*	*		53.3	*
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HS HEALTH EDUCATION

11	45.9	65.5	7.1		45.5	9.1	77.4	92.7
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IPC

1	*	*	*	*	*	*	50.0	*
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PHYSICS

14	41.8	69.9	79.6	81.3	50.0	92.9	69.4	87.7
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PRE-CALCULUS

2	*	*	*	*	*	*	64.9	*
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SPANISH FOR HERITAGE SPEAKERS FUNDAMENTALS

6	69.2	78.5	86.0	87.3	83.3	83.3	79.2	89.0
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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 I

11	52.3	68.2	77.3	78.9	36.4	72.7	74.1	91.1
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SPANISH II

15	54.0	65.5	68.3	68.7	40.0	66.7	79.3	92.3
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STUDIO ART I

11	39.1	64.9	36.5	31.4	36.4	36.4	75.1	92.6
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U.S. HISTORY

14	47.6	62.6	74.5	76.6	28.6	78.6	62.9	87.7
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WORLD GEOGRAPHY

25	41.1	64.7	59.8	58.9	16.0	60.0	55.8	87.3
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WORLD HISTORY

18	39.1	60.3	61.8	62.0	16.7	55.6	50.1	86.3
----	------	------	------	------	------	------	------	------

SEMESTER 2 TESTS

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

SPANISH I

15	58.3	74.0	75.9	76.2	66.7	80.0	84.9	89.2
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SPANISH II

13	58.3	72.2	67.4	66.5	69.2	46.2	88.1	91.6
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STUDIO ART I

11	48.5	66.4	69.6	70.2	36.4	54.5	71.2	90.4
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U.S. HISTORY

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WORLD GEOGRAPHY

26	37.6	62.6	72.5	74.2	23.1	65.4	55.9	84.8
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WORLD HISTORY

23	47.0	65.4	75.4	77.1	43.5	78.3	55.1	84.6
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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
9	Reading & Writing	2016																1,442	464	68.2
		2017	2	*	*	0			2	*	*	0			0			1,836	466	72.5
		2018	1	*	*	0			1	*	*	0			0			2,063	473	74.2
	Mathematics	2016																1,442	469	62.8
		2017	2	*	*	0			2	*	*	0			0			1,836	467	59.8
		2018	1	*	*	0			1	*	*	0			0			2,063	477	64.0
10	Reading & Writing	2016	3	*	*	2	*	*	1	*	*	0			0			9,038	417	40.3
		2017	11	374	9.1	6	380	16.7	5	*	*	0			0			8,857	417	39.0
		2018	7	396	28.6	2	*	*	5	*	*	0			0			8,620	418	41.8
	Mathematics	2016	3	*	*	2	*	*	1	*	*	0			0			9,038	433	26.7
		2017	11	386	9.1	6	352	0.0	5	*	*	0			0			8,857	428	22.1
		2018	7	437	28.6	2	*	*	5	*	*	0			0			8,620	426	25.3
11	Reading & Writing	2016																2,015	512	69.2
		2017	1	*	*	0			1	*	*	0			0			2,095	508	67.6
		2018	1	*	*	1	*	*	0			0			0			1,921	501	64.3
	Mathematics	2016																2,015	511	49.7
		2017	1	*	*	0			1	*	*	0			0			2,095	504	44.4
		2018	1	*	*	1	*	*	0			0			0			1,921	497	42.6

NOTE: See the NOTES report for information about score ranges and college readiness benchmarks set by The College Board for PSAT/NMSQT and PSAT 8-9.