

## SCHOOL SNAPSHOTS (2005-06 school year)

The information presented in this snapshot gives the reader a two-page overview of each regular school, vanguard, academy and magnet school in the district. Data from the 2005-06 school year describing teaching staff characteristics, enrollment, attendance, and special populations are summarized. In addition, student performance is summarized for the *Iowa Tests of Basic Skills (ITBS)*, *Iowa Tests of Educational Development (ITED)*, *Logramos*, *Woodcock-Muñoz Language Survey (WMLS)*, *Texas English language Proficiency Assessment System (TELPAS)* and the English and Spanish *Texas Assessment of Knowledge and Skills (TAKS)*. The *ITBS*, *ITED* and *Logramos* tests are norm-referenced tests designed to provide an objective assessment of student performance in relation to a national standard. The *TAKS* tests are criterion-referenced tests. For purposes of comparison, a snapshot of the entire district is provided first. Note that school name, address, principal, area, title, phone number, and grades are based on the 2006-07 school year; all statistics are based on the 2005-06 school year. The following describes the sections that are included in each snapshot.

### Teaching Staff

Information in this section includes the total number of teachers, number of special education teachers, and percentage of teachers by gender, ethnicity, and years of experience. The Office of Institutional Research computed the statistics using data that the Public Education Information Management System (PEIMS) provides to the Texas Education Agency (TEA). These statistics include mean years of experience and mean years of experience with the district. Mean days absent are from the DISD personnel database.

### Enrollment/Attendance

This section provides the number and percentage of students by ethnicity and the percent average daily attendance (ADA). The percent ADA is defined as the percentage of average daily membership in attendance on any given day. The average daily membership is computed from principals' statistical reports as the average number of students enrolled on any given day. Enrollment data are from the end of the fifth six-week grading period. Attendance data are from the end of the sixth six-week grading period.

### Special Populations

This section presents the number of students in various populations including special education students, limited English proficient (LEP) students, talented and gifted (TAG) students, and students with low socioeconomic status (LOW-SES), defined as students receiving reduced or free lunch services. The percentage of total enrollment for each of these populations is provided.

### Woodcock-Muñoz Language Survey (2005 and 2006)

The *WMLS* is primarily a measure of cognitive-academic language proficiency. Generally, LEP students in grades Pre-K through 12 are tested with the English or Spanish versions of the *WMLS*. This section provides school-wide results from the spring administration of the English version of the *WMLS* for grades K through 12.

### Texas English Language Proficiency Assessment System (2005 and 2006)

The *TELPAS* is used to measure the annual growth in English language proficiency for LEP students. All eligible LEP students are evaluated with *TELPAS* each year, regardless of their prior level of proficiency. Students are tested in four domains: listening, speaking, reading, and writing. The *Texas Observation Protocol (TOP)* is a rating system used to evaluate performance for grades K through two in all four domains. For grades three through 12, *TOP* is used for listening, speaking, and writing, but the reading domain is evaluated using the *Reading Proficiency Tests in*

*English (RPTE)*. This section presents the number of students who have a *TELPAS* composite score (i.e., were tested in all four domains) and the number and percentage of students performing at each proficiency level: beginning, intermediate, advanced, and advanced high.

### **School Effectiveness Indices (2005-2006)**

A component of the SEIs and the overall SEI for each campus are presented in this section. SEIs are fair, value-added measures of a school's performance on the variables presented. They are derived after factoring out socioeconomic status, English language proficiency, gender, ethnicity and previous achievement at the student level in addition to a number of school level factors. The SEIs given for a campus include those for norm-referenced reading and mathematics by grade and *TAKS* reading, mathematics and writing by grade. The overall SEI for the campus includes these and all other indices for the campus. The district mean for all SEIs is 50 with a standard deviation of 10. Thus, SEIs above 50 are above the district mean and SEIs below 50 are below the district mean. SEIs below 45 are significantly below the district mean and SEIs above 55 are significantly above the district mean.

### ***ITBS/ITED* (2005 and 2006)**

The *ITBS* and *ITED* test reading and math skills. Students in K through eighth grade are tested with the *ITBS* and ninth graders are tested with the *ITED*. There are two *ITBS/ITED* sections. The first section presents two years of cross-sectional data (i.e., all students tested in 2006 versus all students tested in 2005) and the second section presents two-year cohort data (i.e., the 2006 students tested in both 2005 and 2006). The data are summarized for White, African American, Hispanic, American Indian, Asian, and all students at a campus for the Reading Comprehension (RC) and Math Total (MT) subtests. The RC subtest was not administered to kindergarteners in 2006. The statistics provided include median percentile score, percentage at or above the 40<sup>th</sup> percentile, and mean NCE score. The scores of all LEP students and special education students who took the *ITBS* are included in the aggregation of the summary statistics presented. Statistics are reported only if more than five students were tested.

### **English *TAKS* (2005 and 2006)**

The *TAKS* is designed to measure student mastery of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS), in reading, writing, mathematics, social studies, and science. The TEKS focus on thinking independently, reading critically, writing clearly, and solving problems logically. The English *TAKS* test is given at grades three through 11. Overall passing rates on the English *TAKS* for mathematics, reading, and writing are provided in this section. The data are presented for White, African American, Hispanic, Asian, LOW-SES, and all students at a campus. Statistics are reported only if more than five students were tested. Summary statistics for the Spanish *TAKS* are presented in the next section.

### ***Logramos* and Spanish *TAKS* (2005 and 2006)**

The *Logramos* is a Spanish-language test of vocabulary, reading, math, and language abilities. The *Logramos* is given at grades K through six. The Spanish *TAKS* is given at grades three through six. The *Logramos* and Spanish *TAKS* are generally administered to LEP students. This section presents two years of cross-sectional data (i.e. all students tested in 2006 versus all students tested in 2005). For *Logramos*, percentage at or above the 40<sup>th</sup> percentile are reported. The overall passing rates for the Spanish *TAKS* reading, mathematics and writing subtests are also presented. Data are summarized for Hispanic, LOW-SES and all students at a campus. Only statistics for more than five students tested are reported.

**2005-2006 SCHOOL SNAPSHOT**

**TEA NUMBER: 11**

**SCHOOL NAME:** LACEY **AREA:** 15 **TITLE I:** No  
**ADDRESS:** 4949 VILLAGE FAIR DR. DALLAS, TX 75224  
**PRINCIPAL:** RODERICK CUSHING **PHONE:** 972-925-7060 **GRADES:** 7-8

**TEACHING STAFF**

<b>TEACHERS:</b>	16	<b>SPECIAL EDUCATION TEACHERS:</b>				2
<b>GENDER</b>	<b>MALE</b>	<b>FEMALE</b>				
<b>Percent</b>	37.5	62.5				
<b>ETHNICITY</b>	<b>WHITE</b>	<b>AFRICAN AMER</b>	<b>HISPANIC</b>	<b>ASIAN</b>	<b>OTHER</b>	
<b>Percent</b>	12.5	81.3	6.3	0.0	0.0	
<b>YRS EXPERIENCE</b>	<b>&lt; 1</b>	<b>1-5</b>	<b>6-10</b>	<b>11-20</b>	<b>&gt; 20</b>	
<b>Percent</b>	0.0	75.0	0.0	18.8	6.3	
<b>MEAN DAYS ABSENT:</b>	4.9	<b>MEAN YRS EXPERIENCE:</b>	6.6	<b>MEAN YRS EXPERIENCE WITH DISTRICT:</b>	3.8	

**ENROLLMENT/ATTENDANCE**

	<u>WHITE</u>	<u>AFR AMER</u>	<u>HISPANIC</u>	<u>ASIAN</u>	<u>AMER IND</u>	<u>TOTAL</u>	<u>% ADA</u>
<b>GRADES: 7-8</b>	<b>N</b> 13	190	126	2	2	333	77.0
	<b>%</b> 3.9	57.1	37.8	0.6	0.6	100.0	

**SPECIAL POPULATIONS**

	<b>SPECIAL EDUCATION</b>	<b>LEP</b>	<b>TAG</b>	<b>LOW-SES</b>
<b>Number</b>	71	38	0	295
<b>Percent</b>	21.3	11.4	0.0	88.6

**WMLS (2005 AND 2006)**

<b>BROAD ABILITY LEVEL</b>			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>TOTAL</b>
<b>ALL GRADES</b>	<b>N TESTED</b>	<b>2005:</b>	2	6	1			9
		<b>2006:</b>	1	1	1			3
	<b>% IN LEVEL</b>	<b>2005:</b>	22.2	66.7	11.1			
		<b>2006:</b>	33.3	33.3	33.3			

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**ITBS/ITED (2005 AND 2006) - Cross-Sectional Data**

GRADE(S): 7-8		WHITE		AFR AMER		HISPANIC		ASIAN		AMER IND		TOTAL	
		RC	MT	RC	MT	RC	MT	RC	MT	RC	MT	RC	MT
MEDIAN %TILE	2005:	23	12	14	14	11	11					14	12
	2006:			19	16	19	24					19	18
>=40TH %TILE	2005:	25.0	37.5	10.3	17.0	11.8	15.4					12.0	17.5
	2006:			20.0	21.7	25.0	23.5					20.9	22.2
MEAN NCE	2005:	33.9	31.0	27.2	27.0	25.4	26.3					26.6	26.9
	2006:			29.5	31.8	32.5	32.2					30.2	31.9
N TESTED	2005:	8	8	58	47	76	65					142	120
	2006:			45	46	20	17					67	63

Note: %>=40th %TILE is the percentage at or above the 40th percentile.

**ITBS/ITED (2005 AND 2006) - Cohort Data**

GRADE(S): 7-8		WHITE		AFR AMER		HISPANIC		ASIAN		AMER IND		TOTAL	
		RC	MT	RC	MT	RC	MT	RC	MT	RC	MT	RC	MT
MEDIAN %TILE	2005:			13	29	19	13					16	25
	2006:			20	16	15	24					19	17
%>=40TH %TILE	2005:			11.8	27.8	23.5	23.1					15.4	26.5
	2006:			14.7	16.7	17.6	23.1					15.4	18.4
MEAN NCE	2005:			26.6	34.0	28.7	29.4					27.6	32.8
	2006:			29.9	30.8	30.1	29.0					30.0	30.3
N TESTED	2005:			34	36	17	13					52	49
	2006:												

Note: %>=40th %TILE is the percentage at or above the 40th percentile.