Campus Data Packet
for 2010-11 planning

Information in this packet is based on data from the 2009-10 school year.

H. I. HOLLAND AT LISBON
School Number 178
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<tr>
<td>TELPAS</td>
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</table>
2009-10 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- More detailed information is available in ENROLLMENT and TEACHER reports.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

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 2009-10. They are counted as new if they were not enrolled in a district campus before the last day of the 2008-09 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 2008-09 and 2009-10.

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 for a minimum number of instructional days between the beginning of the school year and the first day of the main TAKS testing period. This number varies from 125 to 130 depending on a calendar in a particular school year.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

TAKS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- TAKS statistics include both TAKS and TAKS-Accommodated results.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- 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 compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- Cell shading for percentage meeting standard is based on the AEIS or AYP minimum requirement for 2011, whichever is higher for the subject test.
- READING and MATHEMATICS statistics for SSI grades (3, 5, and 8) are based on scores cumulative through the second administration.
Notes

**TAKS-M (Modified)**
- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- 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 compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- READING and MATHEMATICS statistics for SSI grades (3, 5, and 8) are based on scores cumulative through the second administration.

**SCE COMPLIANCE and ITBS / ITED / LOGRAMOS**
- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are based on demographic data in the Dallas ISD student database.
- Kindergarten ITBS reading and mathematics results for all three years are for the Language subtest and Mathematics subtest. All other grades’ results reflect Reading Total or Mathematics Total performance. (The Reading and Mathematics Total summaries are not available with use of the level 5R form administered to kindergartners.) Logramos reading summaries are for Reading Total. The “number tested” statistics include kindergartners.
- NEED notes for Math COMPUTATION pages.

**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 2009 to 2010, the TEA did not report the 2009 composite rating.
- If a student is rated as advanced high in 2010, the TEA does not differentiate between the advanced and advanced high levels from 2009.
## STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th>Grade</th>
<th>Enrollment</th>
</tr>
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<tr>
<td>KN</td>
<td>57</td>
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<tr>
<td>1</td>
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</tr>
<tr>
<td>2</td>
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<tr>
<td>5</td>
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<td>ALL</td>
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## STUDENT AND TEACHER ETHNICITY

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*Included in category “Other.”

**All students are classified in one of the five racial/ethnic groups.

## STUDENT GROUP ENROLLMENT

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<th>Student Group</th>
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## Student Attendance Statistics

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<th>Average Daily Membership (N)</th>
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<th>Yearly Transactions</th>
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### DISTRIBUTION OF TEACHERS

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<th>Number</th>
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<th>Percentage</th>
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**TOTAL:** 30

### AVERAGE NUMBER OF ABSENCES

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<td>10.3</td>
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### TAKS Read (1)  
**Texas Assessment of Knowledge and Skills: READING**

#### PERCENTAGE MEETING STANDARD

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year</th>
<th>White</th>
<th>African Amer</th>
<th>Hispanic</th>
<th>Econ Disadv</th>
<th>Special Educ</th>
<th>LEP</th>
<th>At Risk</th>
<th>Migrant</th>
<th>Male</th>
<th>Female</th>
<th>All</th>
<th>District</th>
<th>Number Tested (All Students)</th>
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<tbody>
<tr>
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### Texas Assessment of Knowledge and Skills: MATHEMATICS

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Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2011.
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<th>Appropriate Organization of Ideas</th>
<th>Correct and Effective Sentence Construction</th>
<th>Standard Usage and Appropriate Word Choice</th>
<th>Proofreading for Punctuation, Capitalization, and Spelling</th>
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¹Average rating on written composition. TAKS compositions are rated on a scale of 1 to 4.
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Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2011.
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### TAKS Science (4)  
**Texas Assessment of Knowledge and Skills: SCIENCE**

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## SPTAKS Read (1)

Spanish Texas Assessment of Knowledge and Skills: READING

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¹Average rating on written composition. TAKS compositions are rated on a scale of 1 to 4.
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**H. I. HOLLAND at LISBON (178)**

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|               | 2010 | 0 | 145 | 58 | 201 | 6 | 46 | 139 | 1 | 98 | 108 | 206 | 40,163 |
## ITBS Math (3)

**ITBS: MATHEMATICS COMPUTATION**

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<td>33.3</td>
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</table>

## Progression from 2009 to 2010

<table>
<thead>
<tr>
<th>Number Rated Both Years</th>
<th>2010 Level</th>
<th>2009 Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>N (%) Progressed</td>
<td>Beg</td>
<td>Int</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>KN</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Advanced High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>(9)</td>
<td>44.4</td>
<td>55.6</td>
<td>55.6</td>
<td>44.4</td>
</tr>
<tr>
<td>1</td>
<td>12</td>
<td>66.7</td>
<td>12</td>
<td>66.7</td>
</tr>
<tr>
<td>(18)</td>
<td>18</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
<td>73.7</td>
<td>14</td>
<td>73.7</td>
</tr>
<tr>
<td>(19)</td>
<td>15</td>
<td>1</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>60.0</td>
<td>9</td>
<td>60.0</td>
</tr>
<tr>
<td>(15)</td>
<td>14</td>
<td>7</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>50.0</td>
<td>7</td>
<td>50.0</td>
</tr>
<tr>
<td>(15)</td>
<td>10</td>
<td>1</td>
<td>10</td>
<td>10</td>
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# PERFORMANCE IN 2010

## PROGRESSION FROM 2009 TO 2010

<table>
<thead>
<tr>
<th>Grade</th>
<th>Domain:</th>
<th>Listening</th>
<th>Speaking</th>
<th>Writing</th>
<th>Reading</th>
<th>Composite</th>
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<tbody>
<tr>
<td></td>
<td>2010 Level</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>5</td>
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<td>1</td>
<td>14.3</td>
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<tr>
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<td>0.0</td>
<td>0</td>
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<td>5</td>
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<tr>
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<td>Advanced</td>
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<td>28.6</td>
<td>4</td>
<td>57.1</td>
<td>1</td>
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<tr>
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<td>57.1</td>
<td>2</td>
<td>28.6</td>
<td>0</td>
</tr>
<tr>
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<td>Beginning</td>
<td>10</td>
<td>12.0</td>
<td>13</td>
<td>15.7</td>
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<td>33.7</td>
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<td>36.1</td>
<td>27</td>
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<td>20</td>
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<tr>
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<td>Advanced High</td>
<td>15</td>
<td>18.1</td>
<td>13</td>
<td>15.7</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number Rated Both Years</th>
<th>2010 Level</th>
<th>2009 Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>N (%) Progressed</td>
<td></td>
<td>Beg</td>
</tr>
<tr>
<td>7</td>
<td>Beginning</td>
<td>1</td>
</tr>
<tr>
<td>5 (71.4%)</td>
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<tr>
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<td>1</td>
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<tr>
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<td>0</td>
</tr>
<tr>
<td>73</td>
<td>Beginning</td>
<td>15</td>
</tr>
<tr>
<td>36 (49.3%)</td>
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<tr>
<td>Advanced</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Advanced High</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

*Indicates students who progressed at least one level from 2009 to 2010.*

---

**H. I. HOLLAND at LISBON (178)**