

2022-23 School Profile (TEA 100)

ZAN WESLEY HOLMES, JR. MIDDLE SCHOOL



2939 ST. RITA ST DALLAS, TX 75233

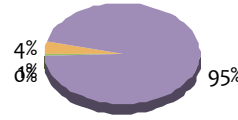
www.dallasisd.org/zwholmes

Principal: TANGELA CARTER (tacarter@dallasisd.org)

Phone: 214-932-7800

Middle school (grades 6–8) in the KIMBALL feeder pattern.

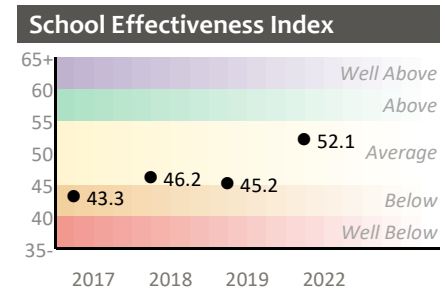
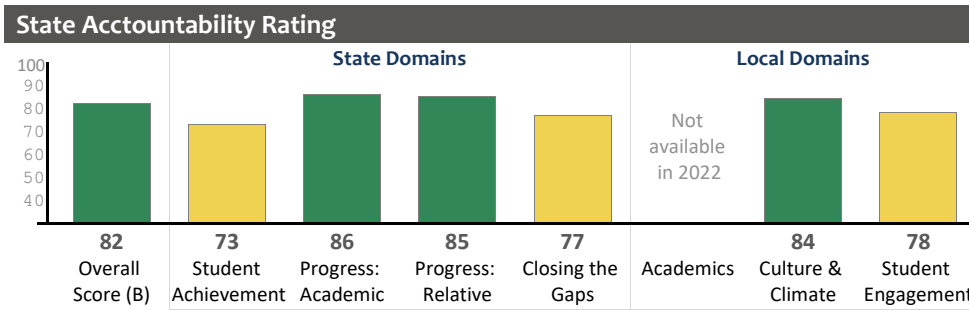
Grd	Attendance Target: 96%	Enrollment		% of Grade Level			
		N	% Sch	Afr. Am.	Hispanic	White	Other
6	94.9% ✘	195	29%	5%	93%	1%	1%
7	92.7% ✘	249	37%	3%	96%	0%	1%
8	93.0% ✘	234	35%	4%	95%	0%	0%
ALL	93.4% ✘	678	–	4%	95%	0%	1%



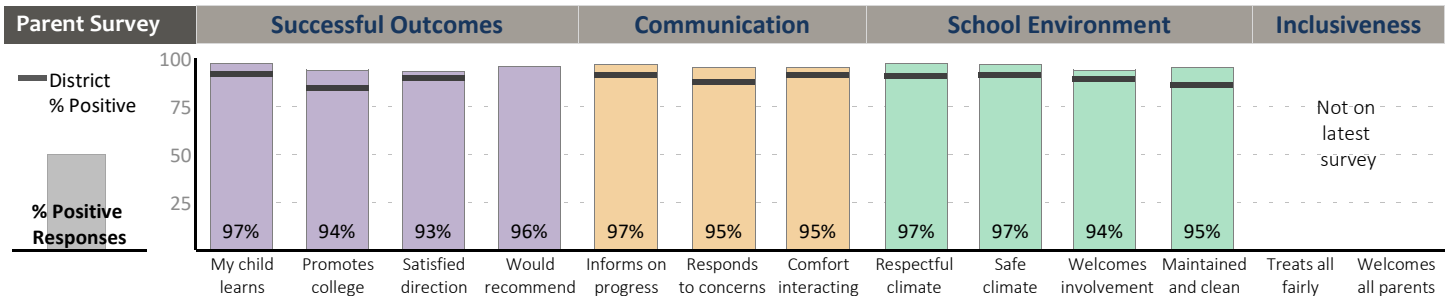
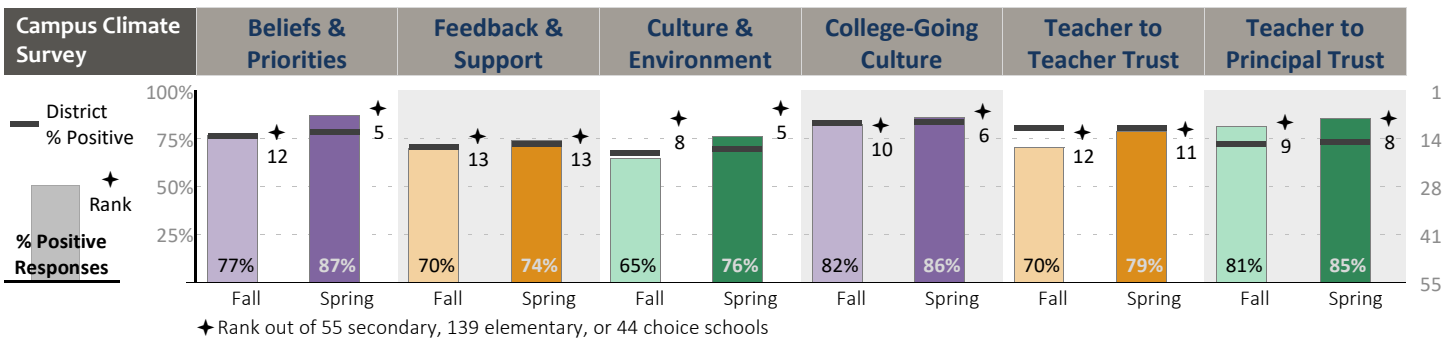
Student Group Enrollment		
		% of School
At Risk	582	84.6%
EL	445	64.7%
Low SES	635	92.3%
SPED	109	15.8%
TAG	119	17.3%

Attendance / Retention		2019-20	2020-21	2021-22
Students	Average student attendance rate	97.6%	↓	94.4%
	Percentage absent fewer than 10% of days enrolled	93.9%	↓	83.1%
Teachers	Average number of absences	6.7	↑	8.4
	Percentage returned to campus from prior year	69.2%	↑	73.1%

Disciplinary Actions	19-20	20-21	21-22
In-School Suspension	4	2	15
Out-of-School Suspension	93		
Alternative Placement	22	1	25
Expulsion		1	



Distinctions Achievement in math; Postsecondary readiness

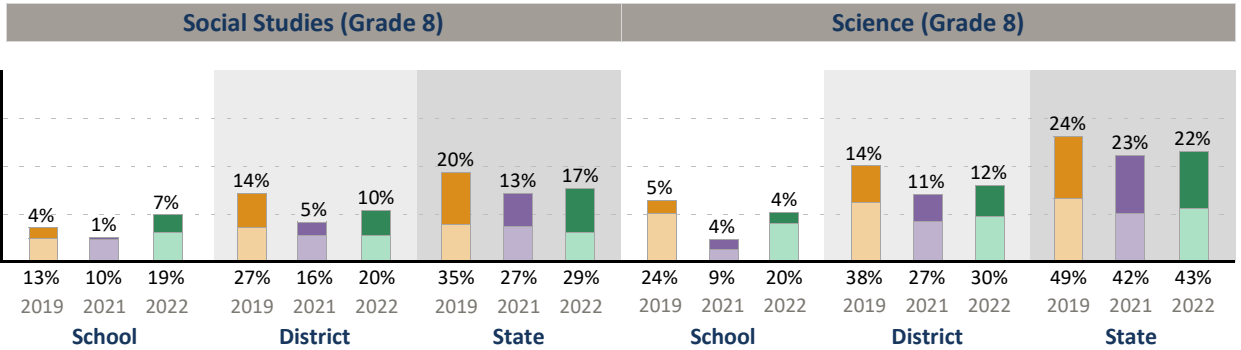
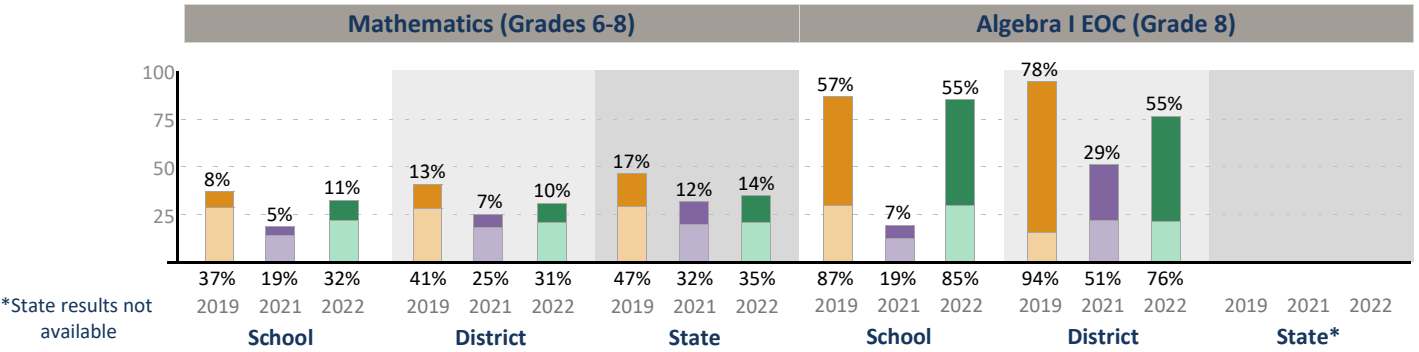
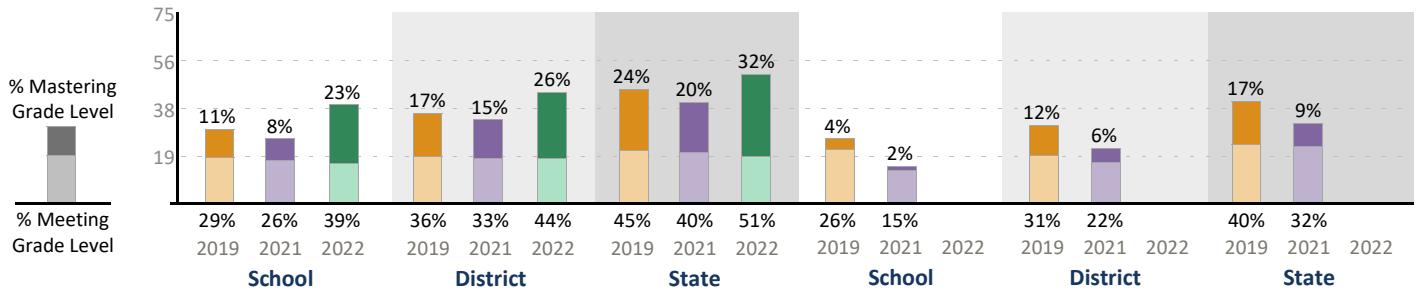


2022-23 School Profile (TEA 100)

ZAN WESLEY HOLMES, JR. MIDDLE SCHOOL



STAAR Reading (Grades 6-8) Writing (Grade 7) - Discontinued 2022



2022-23 School Profile

Middle School Metric and Term Definitions



INFORMATION ABOUT 2022 SCHOOL PROFILES

Effects of COVID-19 Pandemic	Where possible and reasonable, statistics in this report were updated to reflect the 2021-22 and prior school years. In some cases, missing test results due to the emergency closure in Spring 2020 precluded computation of updated statistics. Please note the school years reflected in each section. If new statistics could not be created for any year, prior-year information was left in place from the previous School Profile.
------------------------------	---

Attendance

Student attendance rate	Average of students' attendance rates (number of days in attendance out of number of days enrolled) at end of last school year. The target for middle schools is 96%.
Students absent fewer than 10% of days enrolled	An indicator of how many students are in regular attendance. Percentage of students with fewer than 10% absences (excused or unexcused) is based on a snapshot taken at the end of the last school year.

Enrollment

Number enrolled by grade (N)	Average daily enrollment at the campus during the last school year.
Percentage enrolled by grade (% Sch)	Grade-level percentage of total school enrollment at end of last school year.
Percentage in grade by race/ethnicity (% of Grade)	Percentage of students within grade level identified as African American, Hispanic, white, or other at end of last school year. Identification in a category provided by parents/guardians at registration. Students identified as Hispanic are not counted elsewhere.
Percentage enrolled by student group	Counts taken at the end of last school year based on data in student information system. Students may be classified in more than one or no student groups.

Teachers

Teacher absences	Average number of days not at campus, such as for illness or personal business. Counts do not include vacation days or leave.
Teachers returning to campus	Percentage of teachers from previous school year who continued at the school. The number of teachers who were at the school in both current and previous years is divided by the number of teachers in the previous year. Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

Discipline

Frequency of disciplinary actions	Disciplinary actions reported to TEA in PEIMS summer submission. Reporting codes by action are in-school suspensions: 6, 26; out-of-school suspensions: 5, 25; alternative placement: 7; expulsion: 2, 4.
-----------------------------------	---

Accountability Rating System for Texas Public Schools

State accountability rating	Schools receive scaled scores in four domains (Student Achievement, Student Progress: Academic Growth, Student Progress: Relative Performance, and Closing the Gaps) and a single scaled score across the three domains from the TEA. Dallas ISD opted into the state's Local Accountability System, which adds domains to Dallas ISD schools' accountability ratings. The additional local domains are Academics (measured by the school's prior-year SEI), Culture and Climate (measured with the staff climate survey and parent/guardian survey), and Student Engagement (measured by a confidential student experience survey and extra-curricular participation). As with state domains, each local domain receives a scaled score, and there is a single scaled score across the three local domains. Scaled scores range to 100. The state scaled score and local scaled score are averaged to compute the school's overall accountability score and grade. Based on the state domains only, schools can earn distinctions from the TEA for student achievement in math, reading, science, and social studies; top 25% (among comparable schools) in student progress; top 25% in closing performance gaps; and postsecondary readiness. NOTE: Local Accountability ratings for 2022 did not include the School Effectiveness Index, or SEI, because SEIs could not be produced in 2021.
-----------------------------	--

School Effectiveness Index

SEI	A measure of performance on assessments that is relative to other Dallas ISD schools. The SEI isolates a school's effect on student outcomes by controlling for differences the school cannot control, such as socio-economic status, neighborhood characteristics, and prior-year academic levels. A large change in one year, whether up or down, will typically be followed by a move in the opposite direction. This is expected based on the statistical model used for SEI; it is an example of the concept of "regression to the mean." NOTE: The absence of standardized test scores from 2020 affected creation of SEIs for both 2020 and 2021.
-----	--

Campus Climate Survey

Percentage positive responses	Surveys conducted November and May. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results are repeated on each profile. Results not available when there were too few respondents.
-------------------------------	--

Parent Survey

Percentage positive responses	Survey conducted in spring. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results are repeated on each profile. Results not available when there were too few respondents.
-------------------------------	--

2022-23 School Profile

Middle School Metric and Term Definitions



State of Texas Assessment of Academic Readiness (STAAR)

Percentage meeting grade level standard	Percentage of all tests with scores meeting grade level standard. Statistics include results from all STAAR test types. School's statistics based on results from students in the accountability subset. School statistics reported only if at least 25 students tested. District statistics are based on grade levels at the campus. State statistics not available for isolated grades, such as Grade 8 Algebra I. Students meeting grade level standard have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention.
Percentage mastering grade level standard	Percentage of all tests with scores demonstrating mastery of grade level standard. Scores are a subset of scores that "meet grade level standard". Students mastering grade level standard are expected to succeed in the next grade or course with little or no academic intervention.