

DATA PACKET 2021-22

EVALUATION AND ASSESSMENT
OFFICE OF INSTITUTIONAL RESEARCH
[MYDATA.DALLASISD.ORG](https://mydata.dallasisd.org)
[OIR@DALLASISD.ORG](mailto:OIR@dallasisd.org)

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H. GRADY SPRUCE CTE EARLY COLLEGE HIGH SCHOOL

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2020-21 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 statistics are not available for programs within a campus or for “zoned only” students. See statistics for whole campus in main campus packet.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the sixth six-weeks grading period.
- “New” students were new to the district in 2020-21. They are counted as new if not enrolled in a district campus before the last day of the 2019-20 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 2019-20 and 2020-21.

ATTENDANCE

- Statistics are based on student attendance through 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.”

TELPAS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Students are counted as having been tested with the TELPAS 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 is rated as Advanced High on the TELPAS in 2021, the TEA does not differentiate between the Advanced and Advanced High levels from 2020.

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.
- Score summaries for SAT and ACT contain all scores available for the school year (through July) at the time of publication.
- The SAT and ACT are administered throughout the year by The College Board and ACT, Inc. at national testing sites and students sit for these voluntarily as often as they choose. The district provides a school-day administration of each test (SAT to Grade 11 students in spring and ACT to Grade 12 students in fall). If a student has results from multiple administrations, only the latest scores are used.
- SAT scores range from 200 to 800; ACT scores range from 0 to 36. SAT 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 benchmarks are 480 for the Evidence-Based Reading and Writing section score and 530 for the Mathematics section score. ACT’s college readiness benchmarks are the minimum scores indicating a 50 percent chance of earning a B or better (and 75 percent chance of earning a C or better) in the corresponding college course. ACT benchmarks are available for four tests: English, 18; reading, 21; mathematics, 22; science, 24.
- AP scores range from 1 to 5. A 3 is a “qualifying score”. Scores from May administrations only. New statistics using June scores will be created after scores are available.

STUDENT ENROLLMENT

Grade	Enrollment
9	61
10	61
11	40
12	43
ALL	205

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	23	11.2		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	0	0.0		
Hispanic	181	88.3		
White	1	0.5		
Multiple	0	0.0		
Other* (teachers only)	—	—		
Not reported (students only)	0	0.0		

*Teacher statistics not available for programs within a campus or for “zoned only” students. See statistics for whole campus in main campus packet.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	161	78.5
Economically disadvantaged	191	93.2
Limited English proficient (LEP)	121	59.0
Special education	9	4.4
Talented and Gifted (TAG)	42	20.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2019													
	2020													
	2021	61	7	11.5	0	0.0	0	0.0	54	88.5	0	0.0	0	0.0
10	2019													
	2020													
	2021	61	7	11.5	0	0.0	0	0.0	53	86.9	1	1.6	0	0.0
11	2019													
	2020													
	2021	40	5	12.5	0	0.0	0	0.0	35	87.5	0	0.0	0	0.0
12	2019													
	2020													
	2021	43	4	9.3	0	0.0	0	0.0	39	90.7	0	0.0	0	0.0
9-12	2019													
	2020													
	2021	205	23	11.2	0	0.0	0	0.0	181	88.3	1	0.5	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	
9	2019																
	2020																
	2021	61	55	90.2	35	57.4	5	8.2	51	83.6	14	23.0	0	0.0	45.9	54.1	1.6
10	2019																
	2020																
	2021	61	57	93.4	29	47.5	1	1.6	45	73.8	18	29.5	0	0.0	50.8	49.2	0.0
11	2019																
	2020																
	2021	40	39	97.5	25	62.5	0	0.0	30	75.0	4	10.0	0	0.0	42.5	57.5	0.0
12	2019																
	2020																
	2021	43	40	93.0	32	74.4	3	7.0	35	81.4	6	14.0	0	0.0	53.5	46.5	0.0
9-12	2019																
	2020																
	2021	205	191	93.2	121	59.0	9	4.4	161	78.5	42	20.5	0	0.0	48.3	51.7	0.5


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	2019		13,484			12,437	92.2			11.5		8,723		64.7
	2020		13,875			12,839	92.5			9.0		10,020		72.2
	2021	61	13,245	59	96.0	12,348	93.2	0	0.0	4.2	50	8,679	81.6	65.5
10	2019		12,020			11,175	93.0			7.3		7,845		65.3
	2020		12,465			11,629	93.3			5.4		8,835		70.9
	2021	62	12,994	57	92.0	12,138	93.4	0	0.0	3.0	46	8,671	74.4	66.7
11	2019		10,324			9,693	93.9			4.8		7,071		68.5
	2020		10,440			9,830	94.2			4.1		7,647		73.2
	2021	40	11,173	37	93.0	10,467	93.7	0	0.0	2.5	23	7,138	57.5	63.9
12	2019		10,368			9,771	94.2			3.3		7,151		69.0
	2020		10,322			9,699	94.0			3.4		7,820		75.8
	2021	30	10,428	30	98.0	9,883	94.8	0	0.0	2.2	12	7,101	39.6	68.1
9-12	2019		46,196			43,077	93.2			7.1		30,790		66.7
	2020		47,101			43,997	93.4			5.8		34,322		72.9
	2021	193	47,841	183	94.4	44,835	93.7	0	0.0	3.1	131	31,589	67.7	66.0

PERFORMANCE IN 2021

Grade 2020-21	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (25)	Beginning	2	8.3	7	29.2	0	0.0	2	8.3	0	0.0
	Intermediate	4	16.7	7	29.2	0	0.0	7	29.2	0	0.0
	Advanced	9	37.5	9	37.5	0	0.0	5	20.8	0	0.0
	Advanced High	9	37.5	1	4.2	0	0.0	10	41.7	0	0.0
10 (21)	Beginning	0	0.0	7	35.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	6	30.0	3	17.6	5	25.0	6	37.5
	Advanced	13	65.0	5	25.0	6	35.3	9	45.0	7	43.8
	Advanced High	7	35.0	2	10.0	8	47.1	6	30.0	3	18.8
11 (11)	Beginning	0	0.0	3	30.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	4	40.0	0	0.0	1	10.0	0	0.0
	Advanced	2	20.0	3	30.0	1	20.0	1	10.0	2	50.0
	Advanced High	8	80.0	0	0.0	4	80.0	8	80.0	2	50.0
12 (16)	Beginning	0	0.0	8	50.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	12.5	3	18.8	0	0.0	6	37.5	0	0.0
	Advanced	8	50.0	4	25.0	1	100.0	5	31.3	1	100.0
	Advanced High	6	37.5	1	6.3	0	0.0	5	31.3	0	0.0
ALL (73)	Beginning	2	2.9	25	35.7	0	0.0	2	2.9	0	0.0
	Intermediate	6	8.6	20	28.6	3	13.0	19	27.1	6	28.6
	Advanced	32	45.7	21	30.0	8	34.8	20	28.6	10	47.6
	Advanced High	30	42.9	4	5.7	12	52.2	29	41.4	5	23.8

PROGRESSION FROM 2020 TO 2021

Number Rated Both Years	2021 Level	2020 Level			
		Beg	Int	Adv	Adv High
13 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
26 4 (15.4%)	Beginning	0			
	Intermediate	0	6		
	Advanced	0	1	6	
	Advanced High	0	0	3	
23 1 (4.3%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	2	
	Advanced High	0	0	1	
28 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	0	0	0	
90 5 (5.6%)	Beginning	0			
	Intermediate	0	6		
	Advanced	0	1	9	
	Advanced High	0	0	4	

 Indicates students who progressed at least one level from 2020 to 2021.

Test	Subtest	Year	Percent Tested		All Students			African American			Hispanic			White			District		
			%	Dist %	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK*	N	Mean	% at BMRK
SAT	Reading & Writing	2018-19		87.2													7,714	463	39.1
		2019-20		84.7													7,424	466	39.8
		2020-21	93.0	79.7	40	436	22.5	3	*	*	37	441	24.3				7,006	457	35.9
	Mathematics	2018-19		87.2													7,714	461	19.7
		2019-20		84.7													7,424	461	21.7
		2020-21	93.0	79.7	40	479	27.5	3	*	*	37	485	29.7				7,006	456	20.4
ACT	English	2018-19		82.5													7,297	15	27.0
		2019-20		81.3													7,122	15	28.9
		2020-21	81.4	57.2	35	12	14.3	3	*	*	32	12	15.6				5,030	14	24.1
	Mathematics	2018-19		82.5													7,297	18	19.2
		2019-20		81.3													7,122	17	14.3
		2020-21	81.4	57.2	35	17	8.6	3	*	*	32	17	9.4				5,030	17	13.6
	Reading	2018-19		82.5													7,297	17	21.0
		2019-20		81.3													7,122	16	18.6
		2020-21	81.4	57.2	35	14	2.9	3	*	*	32	14	3.1				5,030	16	16.0
	Science	2018-19		82.5													7,297	17	14.5
		2019-20		81.3													7,122	17	13.9
		2020-21	81.4	57.2	35	16	5.7	3	*	*	32	16	3.1				5,030	17	12.8
	Composite	2018-19		82.5			-										7,297	17	-
		2019-20		81.3			-										7,122	16	-
		2020-21	81.4	57.2	35	15	-	3	*	-	32	15	-				5,030	16	-

NOTE: See the NOTES report for information about score ranges and college-readiness benchmarks set by The College Board (SAT) and ACT, Inc.

Exams Taken		Average Score		Exams Passed		
School	Dist	School	Dist	School	%	Dist

Exams Taken		Average Score		Passed		
School	Dist	School	Dist	School	%	Dist

Exams Taken		Average Score		Passed		
School	Dist	School	Dist	School	%	Dist

ALL EXAMS

77	15,450	1.2	2.0	5	6.5	27.9
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Spanish Language and Culture

1	860	*	3.4	*	*	75.9
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Biology

3	653	*	1.9	*	*	24.2
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United States History

28	1,673	1.0	1.6	0	0.0	18.9
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Human Geography

45	1,577	1.2	1.7	3	6.7	21.4
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