Data Packet for 2012-13 Planning

Published August 15, 2012

School Number 17
H. GRADY SPRUCE

Dallas Independent School District

Evaluation and Accountability
Data Analysis, Reporting, and Research Services
http://mydata.dallasisd.org
OIR@dallasisd.org
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2011-12 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 newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- “Economically disadvantaged” students are those who qualify for free or reduced-price lunch through the federal government’s program.
- 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.
- For 2010-11 forward, race/ethnic categories are based on the newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes; students reporting their ethnicity as “Hispanic” are not counted in any race category. For prior years, race/ethnicity is based on the previous categories.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2011-12. They are counted as new if not enrolled in a district campus before the last day of the 2010-11 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 2010-11 and 2011-12.

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 the 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.
- Teacher absences counted towards the average DO NOT include vacation days (coded as VAC in personnel database).
- Retention rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the year prior” and denominator “# of teachers assigned to the school for the prior year.” That is, the retention rate is the percentage of the prior year’s teachers who continued at the school.
**Notes, Definitions, and Data Descriptions**

**Notes**

**STAAR, STAAR L, and STAAR M**

- 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.
- STAAR statistics are based on results from the standard STAAR only. STAAR L and STAAR M statistics are computed separately, following the TEA's reporting practice.
- Statistics by reporting category are averages for all students (across student groups and genders).
- 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 average the resulting percentages across all students. For short answers on EOC reading tests, an “average rating” is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, “average score points” is presented. STAAR compositions are rated twice on a scale of 0 to 4. The two ratings are summed for a range of possible score points from 0 to 8.
- STAAR M reports not currently available. At time of publication, insufficient information was available from the TEA to produce meaningful statistics for reporting.

**TAKS and TAKS-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.
- TAKS statistics are based on both TAKS and TAKS-Accommodated results. TAKS-M statistics are based exclusively on TAKS-M 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 AYP minimum requirement for 2012.

**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 2011 to 2012, the TEA did not report the 2011 composite rating.
- If a student is rated as advanced high in 2012, the TEA does not differentiate between the advanced and advanced high levels from 2011.

**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, the Grade 12 “Enrollment” reported on Enrollment (1) and Enrollment (2) reports. For PSAT the denominator for “Percent Tested” is from the appropriate grade/year on the Enrollment reports.
- PSAT scores range from 20 to 80. PSAT is administered once in the fall of each year. District students taking PSAT are tested at their schools. Statistics for a grade level are based on all students in that grade level in the fall with a PSAT score for that year. (Students’ scores will be used in multiple statistics if they took the PSAT in more than one year.)
- The College Board has determined benchmark scores separately for grades 10 and 11 in each subject. For a grade 10 student, meeting the Grade 10 PSAT benchmark indicates a 65 percent likelihood of meeting the Grade 11 PSAT benchmark in that subject the following year. For a grade 11 student, meeting the Grade 11 PSAT benchmark indicates a 65 percent likelihood of meeting the SAT benchmark in that subject. Benchmarks do not exist for grade 9. The Grade 10 benchmarks are critical reading: 49, mathematics: 47, writing: 49. The Grade 11 benchmarks are critical reading: 50, mathematics: 50, writing: 49.
- AP scores range from 1 to 5; a minimum of 3 is needed to pass.
Notes

ACP

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- The ACPs are given as final course exams in grades 7-12. They account for a portion of students' final semester grades: 15 percent for high school and 10 percent for middle school. “Average course mark (no ACP)” is computed from semester grades before factoring in ACP scores.
- 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 percent is required to pass an ACP. A course mark of at least 70 percent is required to pass a course.
## Summary

### 2011-12 Group Summary Statistics

#### STUDENT ENROLLMENT

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#### STUDENT AND TEACHER RACE/ETHNICITY

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*For teachers, "Other" category includes American Indian/Alaska Native and Asian/Hawaiian/Pacific Islander.

#### SELECT STUDENT GROUP ENROLLMENT

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¹Short answer rating scale: 0=Insufficient; 1=Partially Sufficient; 2=Sufficient; 3=Exemplary
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¹Average score points (range 0-8). A STAAR composition is rated twice on a scale of 1 to 4, and the ratings are summed to determine score points for the composition. Score point scale: 0=Nonscorable; 2=Very Limited; 3=between Very Limited and Basic; 4=Basic; 5=between Basic and Satisfactory; 6=Satisfactory; 7=between Satisfactory and Accomplished; 8=Accomplished.
## State of Texas Assessment of Academic Readiness End-Of-Course: MATHEMATICS

### PERCENTAGE SATISFACTORY (Levels 2 and 3)

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|                       | 2011 |       |              |          |             |              |     |         |         |      |        |     |          |
|                       | 2012 | 2     | 89           | 237      | 283         | 30           | 111 | 233     | 0       | 173  | 158    | 331 | 11,598  |

| **ALGEBRA I**         | 2010 |       |              |          |             |              |     |         |         |      |        |     |          |
|                       | 2011 |       |              |          |             |              |     |         |         |      |        |     |          |
|                       | 2012 | *     | 61.0         | 72.8     | 68.6        | 43.3         | 66.7| 64.3    | 67.6    | 72.1 | 69.7   | 74.7|          |

| Tests Taken           | 2010 |       |              |          |             |              |     |         |         |      |        |     |          |
|                       | 2011 |       |              |          |             |              |     |         |         |      |        |     |          |
|                       | 2012 | 2     | 77           | 195      | 236         | 30           | 99  | 210     | 0       | 148  | 129    | 277 | 8,786   |

| **GEOMETRY**          | 2010 |       |              |          |             |              |     |         |         |      |        |     |          |
|                       | 2011 |       |              |          |             |              |     |         |         |      |        |     |          |
|                       | 2012 | 91.7  | 95.2         | 95.7     | 83.3        | 91.3         | 92.0| 96.6    | 94.4    | 95.6 |         |     |          |

| Tests Taken           | 2010 |       |              |          |             |              |     |         |         |      |        |     |          |
|                       | 2011 |       |              |          |             |              |     |         |         |      |        |     |          |
|                       | 2012 | 0     | 12           | 42       | 47          | 0            | 12  | 23      | 0       | 25   | 29     | 54  | 2,732   |
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## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

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State of Texas Assessment of Academic Readiness End-Of-Course: MATHEMATICS
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|                               | 2011 |       |              |          |             |              |     |         |         |      |        |     |          |
|                               | 2012 | 2     | 85           | 232      | 274         | 31           | 108 | 228     | 0       | 169  | 152    | 321 | 8,915    |

| **BIOLOGY**                   | 2010 |       |              |          |             |              |     |         |         |      |        |     |          |
|                               |      |       |              |          |             |              |     |         |         |      |        |     |          |
|                               | 2011 |       |              |          |             |              |     |         |         |      |        |     |          |
|                               | 2012 | *     | 77.6         | 89.2     | 86.8        | 54.8         | 85.2| 84.1    | 83.4    | 89.4 | 86.3   | 82.9|          |

| Tests Taken                   | 2010 |       |              |          |             |              |     |         |         |      |        |     |          |
|                               |      |       |              |          |             |              |     |         |         |      |        |     |          |
|                               | 2011 |       |              |          |             |              |     |         |         |      |        |     |          |
|                               | 2012 | 2     | 85           | 231      | 273         | 31           | 108 | 227     | 0       | 169  | 151    | 320 | 8,864    |

| **CHEMISTRY**                 | 2010 |       |              |          |             |              |     |         |         |      |        |     |          |
|                               |      |       |              |          |             |              |     |         |         |      |        |     |          |
|                               | 2011 |       |              |          |             |              |     |         |         |      |        |     |          |
|                               | 2012 | *     | *            | *        | *           | *            | *   | *       | 52.9    |      |        |     |          |

| Tests Taken                   | 2010 |       |              |          |             |              |     |         |         |      |        |     |          |
|                               |      |       |              |          |             |              |     |         |         |      |        |     |          |
|                               | 2011 |       |              |          |             |              |     |         |         |      |        |     |          |
|                               | 2012 | 0     | 0            | 1        | 1           | 0            | 0   | 1       | 0       | 1    | 1      | 17 |          |
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**Total Students Tested:**

- 3,013 in 2010
- 3,357 in 2011
- 1,537 in 2012
- 25,712 in total
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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. GRADY SPRUCE (17)
# Texas Assessment of Knowledge and Skills: SOCIAL STUDIES

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|-------|------|-------|--------------|----------|-------------|--------------|-----|---------|---------|------|--------|-----|----------|-------------------------------|------------------------------------------------------------------|
| 10-11 | 2010 | *     | 73.3         | 59.1     | 60.5        | 62.5         | 56.3| 66.7    | 65.4    | 57.1 | 62.5   | 64.0| 40       |                               |
|       | 2011 | *     | 50.0         | 10.0     | 28.6        | 28.6         | *   | 28.6    | 27.8    | *    | 28.6   | 58.0| 21       |                               |
|       | 2012 | *     | 44.4         | 28.6     | 35.3        | 38.9         | 28.6| 37.5    | 33.3    | 44.4 | 38.9   | 60.0| 18       |                               |

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**H. GRADY SPRUCE (17)**
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¹Average rating on written composition. TAKS compositions are rated on a scale of 1 to 4.
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## PERCENTAGE DEMONSTRATING IMPROVEMENT

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*The College Board benchmarks for Grade 10 are scores at or above which students have a 65 percent likelihood of meeting Grade 11 benchmarks. Critical reading: 49; math: 47; writing: 49.

Benchmarks for Grade 11 are scores at or above which students have a 65 percent likelihood of meeting SAT benchmarks. Critical reading: 50; math: 50; writing: 49.
## 2012 Advanced Placement Exams

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H. Grady Spruce (17)
## Assessment of Course Performance

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