DATA PACKET
for 2014-15 planning

Evaluation & Assessment
Office of Institutional Research
http://mydata.dallasisd.org
OIR@dallasisd.org

September 8, 2014

School Number 804

ALEX W. SPENCE
TALENTED/GIFTED
ACADEMY

Dallas Independent School District
<table>
<thead>
<tr>
<th>Table of Contents</th>
<th>2014-15 Data Packet: Standard Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Contents ............................... Table of Contents</td>
<td>3. Notes ............................... Notes and Data Descriptions</td>
</tr>
<tr>
<td><strong>STUDENTS AND STAFF</strong></td>
<td></td>
</tr>
<tr>
<td>5. Summary ................................ Summary of Student and Teacher Statistics</td>
<td>6. Enroll (1) ........................ Enrollment Statistics by Ethnicity</td>
</tr>
<tr>
<td>7. Enroll (2) ................................ Enrollment Statistics by Select Student Group</td>
<td>8. Attendance ........................ Student Attendance Statistics</td>
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<tr>
<td><strong>STAAR (English)</strong></td>
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<tr>
<td>9. Reading (3-8) .... STAAR 3-8 Reading in English</td>
<td>13. Math (EOC) ........................ STAAR EOC Mathematics</td>
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<tr>
<td>17. Science (3-8) ..... STAAR 3-8 Science in English</td>
<td>21. SS (3-8) ........................... STAAR 3-8 Social Studies in English</td>
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<td><strong>LOCAL ASSESSMENT</strong></td>
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</tr>
<tr>
<td>25. ACP .................................. Assessments of Course Performance</td>
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**2013-14 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.
- MAGNET PROGRAMS: Teacher statistics are not available for magnets, academies, or vanguards. See statistics for the whole campus.

**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 2013-14. They are counted as new if not enrolled in a district campus before the last day of the 2012-13 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 2012-13 and 2013-14.

**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 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, but is typically around 130 days.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”
Notes, Definitions, and Data Descriptions

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 from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- STAAR statistics are based on results from standard STAAR only. STAAR L and STAAR M statistics are computed separately, following TEA reporting practice.
- “Percentage Satisfactory” is the percentage of students achieving Level 2 (Satisfactory) or Level 3 (Advanced).
- 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 English 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. Additional details provided in report footnotes.
- Reading and mathematics statistics for SSI grades 5 and 8 are based on scores cumulative through the second administration.

ACP

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- The ACPs are semester exams administered in grades K-12. Not all courses have ACPs. In MIDDLE and HIGH school, ACP results account for a portion of students' final semester grades (10% and 15% respectively). “Average course mark (no ACP)” is computed from semester grades before factoring in ACP scores.
- In ELEMENTARY school, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in data packets for elementary grades.
- 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.
- Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.
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<tr>
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<tr>
<td>Not reported (students only)</td>
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*Teacher statistics not available separately for magnets, academies, or vanguards.

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### Enrollment Statistics by Race/Ethnicity

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<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
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<td>83.9</td>
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## Enrollment Statistics by Select Student Group

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<th>LEP</th>
<th>Special Education</th>
<th>At Risk</th>
<th>TAG</th>
<th>New (to District)</th>
<th>Gender</th>
<th>Retention Rate (%)</th>
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<tr>
<td></td>
<td></td>
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<td>N  %</td>
<td>N</td>
<td>%</td>
<td>N  %</td>
<td>N</td>
<td>%</td>
<td>N  %</td>
<td>% Male  % Female</td>
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<tr>
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## Student Attendance Statistics

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<th>N</th>
<th>%</th>
<th>District N</th>
<th>District %</th>
<th>N</th>
<th>%</th>
<th>District %</th>
<th>N</th>
<th>District</th>
<th>%</th>
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<tbody>
<tr>
<td>8</td>
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### State of Texas Assessment of Academic Readiness 3-8 (English): READING

**PERCENTAGE SATISFACTORY (Levels 2 or 3)**

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<th>Econ Disadv</th>
<th>Special Educ</th>
<th>LEP</th>
<th>At Risk</th>
<th>Migrant</th>
<th>Male</th>
<th>Female</th>
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**NUMBER TESTED IN GRADES 6-8**

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### NUMBER UNSATISFACTORY (Level 1)

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<th>Hispanic</th>
<th>Econ Disadv</th>
<th>Special Educ</th>
<th>LEP</th>
<th>At Risk</th>
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#### SEMESTER 2 TESTS

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