

# DATA PACKET

## for 2015-16 planning

Evaluation & Assessment  
Office of Institutional Research

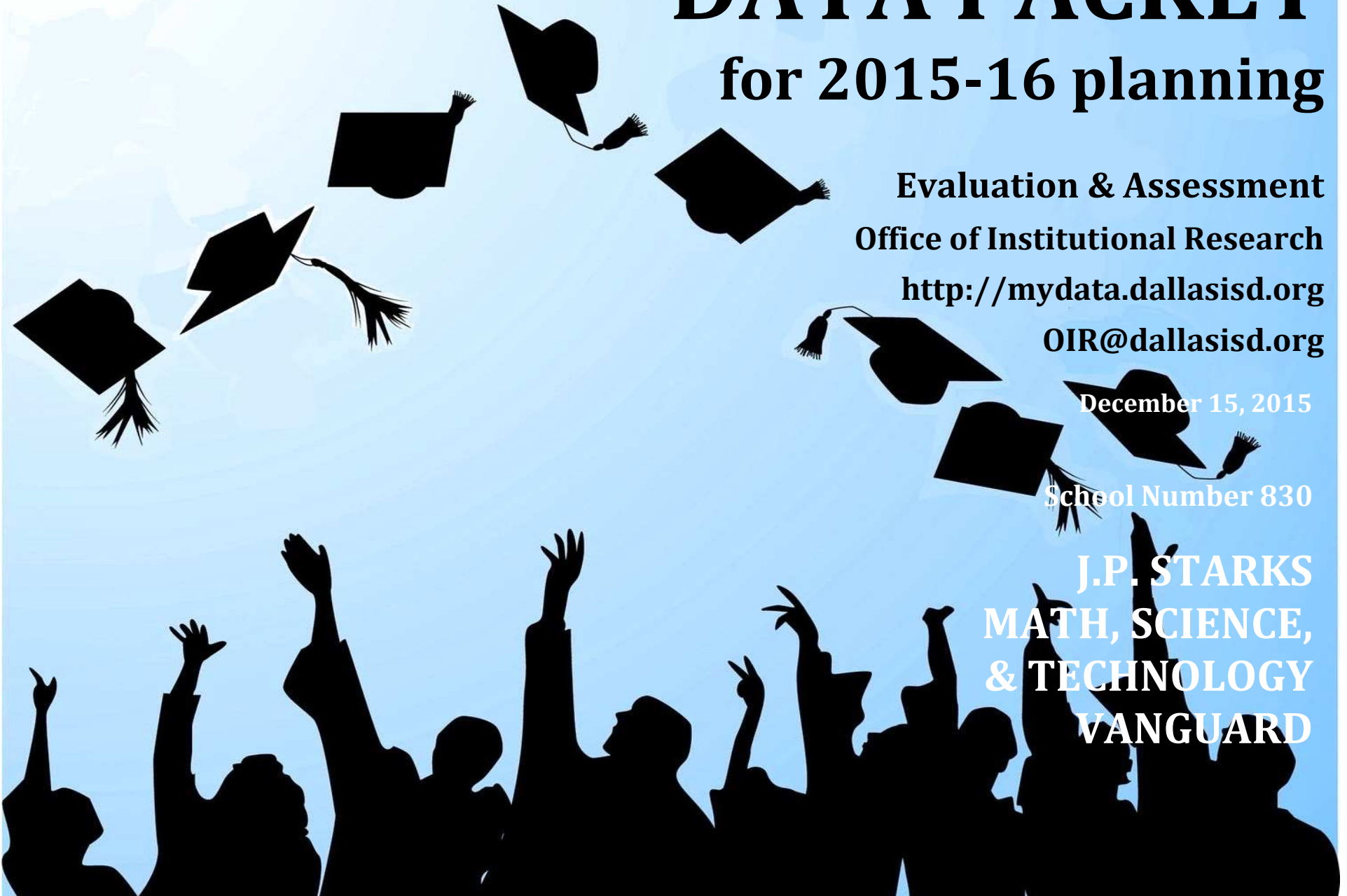
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December 15, 2015

School Number 830

**J.P. STARKS**  
**MATH, SCIENCE,**  
**& TECHNOLOGY**  
**VANGUARD**



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## **2014-15 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, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- 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 who qualify for free or reduced-price lunch through the federal government's program, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- “New” students were new to the district in 2014-15. They are counted as new if not enrolled in a district campus before the last day of the 2013-14 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 2013-14 and 2014-15.

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

### **STAAR, STAAR L, and STAAR A**

- 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 A 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 statistics for SSI grades 5 and 8 are based on scores cumulative through the second administration.

### **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 2014 to 2015, the TEA did not report the 2014 composite rating.
- If a student is rated as advanced high in 2015, the TEA does not differentiate between the advanced and advanced high levels from 2014.

### **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.

**STUDENT ENROLLMENT**

Grade	Enrollment
5	15
ALL	15

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	5	33.3		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	0	0.0		
Hispanic	10	66.7		
White	0	0.0		
Multiple	0	0.0		
Other* (teachers only)	—	—		
Not reported (students only)	0	0.0		

\*Teacher statistics not available separately for magnets, academies, or vanguards.

**SELECT STUDENT GROUP ENROLLMENT**

Group	Number	Percent
At-Risk	7	46.7
Economically disadvantaged	14	93.3
Limited English proficient (LEP)	6	40.0
Special education	0	0.0
Talented and Gifted (TAG)	12	80.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
5	2013	39	15	38.5	0	0.0	0	0.0	23	59.0	1	2.6	0	0.0
	2014	29	11	37.9	0	0.0	0	0.0	16	55.2	1	3.4	1	3.4
	2015	15	5	33.3	0	0.0	0	0.0	10	66.7	0	0.0	0	0.0
4-6	2013	68	26	38.2	0	0.0	0	0.0	40	58.8	2	2.9	0	0.0
	2014	46	17	37.0	0	0.0	0	0.0	27	58.7	1	2.2	1	2.2
	2015	15	5	33.3	0	0.0	0	0.0	10	66.7	0	0.0	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	
5	2013	39	31	79.5	10	25.6	0	0.0	14	35.9	28	71.8	1	2.6	66.7	33.3	0.0
	2014	29	24	82.8	10	34.5	0	0.0	11	37.9	20	69.0	0	0.0	65.5	34.5	0.0
	2015	15	14	93.3	6	40.0	0	0.0	7	46.7	12	80.0	0	0.0	46.7	53.3	0.0
4-6	2013	68	55	80.9	19	27.9	1	1.5	23	33.8	47	69.1	3	4.4	64.7	35.3	0.0
	2014	46	38	82.6	17	37.0	0	0.0	19	41.3	32	69.6	0	0.0	56.5	43.5	0.0
	2015	15	14	93.3	6	40.0	0	0.0	7	46.7	12	80.0	0	0.0	46.7	53.3	0.0

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
5	2013	39	12,055	39	98.7	11,698	97.0	0	0.0	6.2	39	10,918	100.0	90.6
	2014	30	12,130	30	98.4	11,794	97.2	0	0.0	4.0	29	10,985	96.7	90.6
	2015	15	12,122	15	98.0	11,747	96.9	0	0.0	6.6	15	11,052	100.0	91.2
4-6	2013	68	35,880	67	98.6	34,747	96.8	0	0.0	14.5	68	32,325	100.0	90.1
	2014	47	35,500	46	98.4	34,406	96.9	0	0.0	12.0	46	31,904	97.9	89.9
	2015	15	35,763	15	98.0	34,584	96.7	0	0.0	14.0	15	32,219	100.0	90.1

\*Prior-year statistics were recomputed to reflect current attendance requirements.



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

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2013	*	100.0	94.1	95.8	*	100.0	100.0		94.4	100.0	96.6	62.3	29
	2014		*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	59.4	15
	2015												57.9	0
5	2013	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	81.5	39
	2014												78.5	0
	2015		*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	77.5	15
3-5	2013	*	100.0	97.5	98.2	*	100.0	100.0		97.7	100.0	98.5	71.1	68
	2014		*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	66.7	15
	2015		*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	65.7	15

NUMBER TESTED IN GRADES 3-5													
2013	2	26	40	55	1	22	23		43	25	68	21,619	
2014		5	10	11		6	7		7	8	15	21,304	
2015		5	10	13		6	7		7	8	15	21,526	

**NUMBER UNSATISFACTORY (Level 1)**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2013	*	0	1	1	*	0	0		1	0	1	2,581	29
	2014		*	0	0		0	0		0	0	0	2,858	15
	2015												2,928	0
5	2013	*	0	0	0		0	0		0	0	0	1,484	39
	2014												1,582	0
	2015		*	0	0		0	0		0	0	0	1,692	15
3-5	2013	*	0	1	1	*	0	0		1	0	1	6,246	68
	2014		*	0	0		0	0		0	0	0	7,089	15
	2015		*	0	0		0	0		0	0	0	7,391	15

NUMBER TESTED IN GRADES 3-5													
2013	2	26	40	55	1	22	23		43	25	68	21,619	
2014		5	10	11		6	7		7	8	15	21,304	
2015		5	10	13		6	7		7	8	15	21,526	

**PERCENTAGE ADVANCED (Level 3)**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2013	*	54.5	58.8	54.2	*	44.4	44.4		61.1	54.5	58.6	13.5	29
	2014		*	60.0	45.5		66.7	57.1		42.9	50.0	46.7	12.0	15
	2015												12.8	0
5	2013	*	53.3	47.8	48.4		53.8	50.0		60.0	28.6	48.7	13.3	39
	2014												11.5	0
	2015		*	70.0	69.2		66.7	57.1		42.9	87.5	66.7	14.9	15
3-5	2013	*	53.8	52.5	50.9	*	50.0	47.8		60.5	40.0	52.9	13.5	68
	2014		*	60.0	45.5		66.7	57.1		42.9	50.0	46.7	11.1	15
	2015		*	70.0	69.2		66.7	57.1		42.9	87.5	66.7	13.8	15

NUMBER TESTED IN GRADE 3-5													
2013	2	26	40	55	1	22	23		43	25	68	21,619	
2014		5	10	11		6	7		7	8	15	21,304	
2015		5	10	13		6	7		7	8	15	21,526	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY		
		1. Understanding Across Genres (GR 3-5) 1. Understanding/Analysis Across Genres (GR 6-8)	2. Understanding/Analysis of Literary Texts	3. Understanding/Analysis of Informational Texts
4	2013	83.1	83.9	83.0
	2014	80.7	83.0	83.3
	2015			
5	2013	82.8	86.5	82.7
	2014			
	2015	84.7	86.7	88.2
3-5	2013	82.9	85.4	82.8
	2014	80.7	83.0	83.3
	2015	84.7	86.7	88.2

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

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2013	*	100.0	94.1	95.8	*	100.0	100.0		94.4	100.0	96.6	57.5	29
	2014		*	100.0	90.9		100.0	100.0		85.7	100.0	93.3	59.0	15
	2015												61.9	0
5	2013	*	100.0	100.0	100.0		100.0			100.0	100.0	100.0	81.7	39
	2014												81.4	0
	2015		*	100.0	100.0		100.0	100.0		100.0	87.5	93.3	68.5	15
3-5	2013	*	100.0	97.5	98.2	*	100.0	100.0		97.7	100.0	98.5	65.3	68
	2014		*	100.0	90.9		100.0	100.0		85.7	100.0	93.3	66.3	15
	2015		*	100.0	100.0		100.0	100.0		100.0	87.5	93.3	65.1	15

NUMBER TESTED IN GRADES 3-5													
2013	2	26	40	55	1	22	7		43	25	68	34,686	
2014		5	10	11		6	7		7	8	15	35,222	
2015		5	10	13		6	7		7	8	15	35,738	

**NUMBER UNSATISFACTORY (Level 1)**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2013	*	0	1	1	*	0	0		1	0	1	4,919	29
	2014		*	0	1		0	0		1	0	1	4,803	15
	2015												4,556	0
5	2013	*	0	0	0		0			0	0	0	2,035	39
	2014												2,088	0
	2015		*	0	0		0	0		0	1	1	3,559	15
3-5	2013	*	0	1	1	*	0	0		1	0	1	12,040	68
	2014		*	0	1		0	0		1	0	1	11,879	15
	2015		*	0	0		0	0		0	1	1	12,462	15

NUMBER TESTED IN GRADES 3-5													
2013	2	26	40	55	1	22	7		43	25	68	34,686	
2014		5	10	11		6	7		7	8	15	35,222	
2015		5	10	13		6	7		7	8	15	35,738	

**PERCENTAGE ADVANCED (Level 3)**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2013	*	18.2	47.1	33.3	*	55.6	55.6		33.3	45.5	37.9	9.5	29
	2014		*	60.0	54.5		66.7	57.1		57.1	25.0	40.0	14.0	15
	2015												10.4	0
5	2013	*	33.3	69.6	58.1		84.6	78.6		64.0	35.7	53.8	12.8	39
	2014												15.7	0
	2015		*	50.0	38.5		66.7	57.1		42.9	37.5	40.0	12.3	15
3-5	2013	*	26.9	60.0	47.3	*	72.7	69.6		51.2	40.0	47.1	10.4	68
	2014		*	60.0	54.5		66.7	57.1		57.1	25.0	40.0	13.3	15
	2015		*	50.0	38.5		66.7	57.1		42.9	37.5	40.0	10.6	15

NUMBER TESTED IN GRADE 3-5													
2013	2	26	40	55	1	22	23		43	25	68	34,686	
2014		5	10	11		6	7		7	8	15	35,222	
2015		5	10	13		6	7		7	8	15	35,738	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Numerical Representations and Relationships	2. Computations and Algebraic Relationships	3. Geometry and Measurement	4. Data Analysis and Personal Financial Literacy
4	2013				
	2014				
	2015				
5	2013				
	2014				
	2015	83.3	85.3	75.0	77.8
3-5	2013				
	2014				
	2015	83.3	85.3	75.0	77.8



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

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2013	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	65.1	39
	2014												61.3	
	2015	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	59.1	15

NUMBER TESTED IN GRADE 5													
2013	1	15	23	31		13	14		25	14	39	10,180	
2014												9,073	
2015		5	10	13		6	7		7	8	15	9,009	

**NUMBER UNSATISFACTORY (Level 1)**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2013	*	0	0	0		0	0		0	0	0	3551	39
	2014												3511	
	2015		*	0	0		0	0		0	0	0	3685	15

NUMBER TESTED IN GRADE 5													
2013	1	15	23	31		13	14		25	14	39	10,180	
2014												9,073	
2015		5	10	13		6	7		7	8	15	9,009	

**PERCENTAGE ADVANCED (Level 3)**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2013	*	13.3	21.7	16.1		38.5	35.7		24.0	7.1	17.9	6.6	39
	2014												5.3	
	2015	*		60.0	46.2		50.0	42.9		28.6	50.0	40.0	6.6	15

NUMBER TESTED IN GRADE 5													
2013	1	15	23	31		13	14		25	14	39	10,180	
2014												9,073	
2015		5	10	13		6	7		7	8	15	9,009	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY


Grade	Year	REPORTING CATEGORY			
		1. Matter and Energy	2. Force, Motion, and Energy	3. Earth and Space	4. Organisms and Environments
5	2013	89.1	91.0	77.1	79.1
	2014				
	2015	85.8	74.7	85.6	84.8

**PERFORMANCE IN 2015**

Grade 2014-15	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
(N Rated)	2015 Level										
5 <hr/> (6)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	1	16.7	2	33.3	1	16.7	0	0.0
	Advanced High	6	100.0	5	83.3	4	66.7	5	83.3	6	100.0
ALL <hr/> (6)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	1	16.7	2	33.3	1	16.7	0	0.0
	Advanced High	6	100.0	5	83.3	4	66.7	5	83.3	6	100.0

**PROGRESSION FROM  
2014 TO 2015**

Number Rated Both Years	2015 Level	2014 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
6 <hr/> 6 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	6	
6 <hr/> 6 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	6	

 Indicates students who progressed at least one level from 2014 to 2015.

**SEMESTER 1 TESTS**

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

**GRADE 5 LANGUAGE ARTS**

15	90.4	91.2	89.0		100.0	100.0	71.9	92.8
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**GRADE 5 MATHEMATICS**

15	53.0	76.5	91.7		73.3	100.0	49.3	88.1
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**GRADE 5 PHYSICAL EDUCATION**

15	95.0	95.0	95.3		100.0	100.0	88.5	100.0
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**GRADE 5 READING**

15	80.9	86.0	88.2		93.3	100.0	66.2	89.7
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**GRADE 5 SCIENCE**

15	68.9	76.7	91.9		93.3	100.0	56.7	93.0
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**GRADE 5 SOCIAL STUDIES**

15	60.9	79.8	87.6		100.0	100.0	51.7	96.6
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**SEMESTER 2 TESTS**

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

**GRADE 5 LANGUAGE ARTS**

15	88.1	90.6	89.1		100.0	100.0	66.7	93.3
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**GRADE 5 MATHEMATICS**

15	67.8	80.7	92.3		93.3	100.0	57.9	88.1
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**GRADE 5 PHYSICAL EDUCATION**

15	86.5	86.5	96.1		100.0	100.0	93.6	100.0
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**GRADE 5 READING**

15	82.1	86.6	88.7		100.0	100.0	66.6	89.6
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**GRADE 5 SCIENCE**

15	78.4	81.5	95.1		93.3	100.0	65.6	92.3
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**GRADE 5 SOCIAL STUDIES**

15	75.6	84.8	88.5		100.0	100.0	52.1	95.9
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