

# Data Packet

## for 2016-17 planning

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School Number 355

**ALEX SANGER PREPARATORY MIDDLE  
SCHOOL**

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## **2015-16 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.
- Teacher demographics and assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

## **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 2015-16. They are counted as new if not enrolled in a district campus before the last day of the 2014-15 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 2014-15 and 2015-16.

## **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.”

### **TEACHERS**

- Teacher demographics and assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- 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.

### **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 and reported separately.
- “Percentage Satisfactory” is the percentage of students achieving Level 2 (Satisfactory, at the current phase-in standard) 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 2015 to 2016, the TEA did not report the 2015 composite rating.
- If a student is rated as advanced high in 2016, the TEA does not differentiate between the advanced and advanced high levels from 2015.

**Assessments of Course Performance (ACP)**

- Cells marked with an asterisk (\*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- ACPs are semester exams administered in grades K-12. Not all courses have ACPs. In MIDDLE and HIGH school, ACP scores account for a portion of students' semester grades (10% and 15%). "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 here 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% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% 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
6	60
ALL	60

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	1	1.7	1	14.3
American Indian/Alaska Native	1	1.7	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	50	83.3	2	28.6
White	8	13.3	4	57.1
Multiple	0	0.0	0	0.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

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

**SELECT STUDENT GROUP ENROLLMENT**

Group	Number	Percent
At-Risk	48	80.0
Economically disadvantaged	55	91.7
Limited English proficient (LEP)	36	60.0
Special education	7	11.7
Talented and Gifted (TAG)	13	21.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2014													
	2015													
	2016	60	1	1.7	1	1.7	0	0.0	50	83.3	8	13.3	0	0.0
6-8	2014													
	2015													
	2016	60	1	1.7	1	1.7	0	0.0	50	83.3	8	13.3	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	
6	2014																
	2015																
	2016	60	55	91.7	36	60.0	7	11.7	48	80.0	13	21.7	2	3.3	53.3	46.7	0.0
6-8	2014																
	2015																
	2016	60	55	91.7	36	60.0	7	11.7	48	80.0	13	21.7	2	3.3	53.3	46.7	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
6	2014		10,824			10,429	96.4			17.6		9,598		88.7
	2015		10,896			10,493	96.3			19.6		9,647		88.5
	2016	59	10,522	59	100.0	10,172	96.7	4	6.8	17.1	59	9,599	100.0	91.2
6-8	2014		32,415			31,074	95.9			15.0		28,643		88.4
	2015		32,507			31,144	95.8			18.8		28,600		88.0
	2016	59	31,336	59	100.0	30,065	95.9	4	6.8	16.7	59	28,196	100.0	90.0

Teachers: 7

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	1	14.3
Hispanic	2	28.6
White	4	57.1
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	5	71.4
Male	2	28.6

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2013-14		
2014-15		
2015-16		0.0

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	14.3
2	2	28.6
3	0	0.0
4	0	0.0
5	0	0.0
1-3	3	42.9
More than 3	4	57.1
1 - 5	3	42.9
6 - 10	2	28.6
11 - 20	2	28.6
More than 20	0	0.0

**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)
6	2014												63.1	0
	2015												59.8	0
	2016	87.5		56.5	60.0	*	57.6	52.3		51.7	73.1	61.8	53.8	55
6-8	2014												68.2	0
	2015												65.5	0
	2016	87.5		56.5	60.0	*	57.6	52.3		51.7	73.1	61.8	63.7	55

NUMBER TESTED IN GRADES 6-8														
2014														30,015
2015														30,042
2016	8		46	50	1	33	44			29	26	55		29,167

**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)
6	2014												3,679	0
	2015												4,035	0
	2016	1		20	20	*	14	21		14	7	21	4,526	55
6-8	2014												9,551	0
	2015												10,363	0
	2016	1		20	20	*	14	21		14	7	21	10,587	55

NUMBER TESTED IN GRADES 6-8														
2014														30,015
2015														30,042
2016	8		46	50	1	33	44			29	26	55		29,167

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)
6	2014												7.1	0
	2015												9.8	0
	2016	50.0		15.2	20.0	*	15.2	13.6		13.8	30.8	21.8	10.6	55
6-8	2014												10.1	0
	2015												11.0	0
	2016	50.0		15.2	20.0	*	15.2	13.6		13.8	30.8	21.8	11.1	55

NUMBER TESTED IN GRADE 6-8														
2014														30,015
2015														30,042
2016	8		46	50	1	33	44		29	26	55		29,167	

**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
6	2014			
	2015			
	2016	66.4	62.9	63.5
6-8	2014			
	2015			
	2016	66.4	62.9	63.5

**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)
6	2014												64.3	0
	2015												62.6	0
	2016	100.0		55.6	61.2	*	56.3	53.5		53.6	73.1	63.0	61.2	54
6-8	2014												63.3	0
	2015												59.8	0
	2016	100.0		55.6	61.2	*	56.3	53.5		53.6	73.1	63.0	62.0	54

NUMBER TESTED IN GRADES 6-8														
2014														27,304
2015														26,894
2016	8		45	49	1	32	43			28	26	54		25,971

**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)
6	2014												3,478	0
	2015												3,682	0
	2016	0		20	19	*	14	20		13	7	20	3,706	54
6-8	2014												10,015	0
	2015												10,799	0
	2016	0		20	19	*	14	20		13	7	20	9,866	54

NUMBER TESTED IN GRADES 6-8														
2014														27,304
2015														26,894
2016	8		45	49	1	32	43			28	26	54		25,971



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)
6	2014												9.6	0
	2015												6.3	0
	2016	25.0		4.4	6.1	*	3.1	2.3		10.7	3.8	7.4	8.5	54
6-8	2014												6.2	0
	2015												3.9	0
	2016	25.0		4.4	6.1	*	3.1	2.3		10.7	3.8	7.4	5.5	54

NUMBER TESTED IN GRADE 6-8														
2014														27,304
2015														26,894
2016	8		45	49	1	32	43			28	26	54		25,971

## 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
6	2014				
	2015				
	2016	46.3	48.8	41.4	48.9
6-8	2014				
	2015				
	2016	46.3	48.8	41.4	48.9

**PERCENTAGE PROFICIENCY LEVELS**


Grade	Number Tested	Level 1 in 2016		Level 2 in 2016		Level 3 in 2016		Level 4 in 2016		Level 5 in 2016		Level 6 in 2016	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
<b>6</b>	11	*	*	7	63.6	*	*					*	*
<b>ALL</b>	11	*	*	7	63.6	*	*					*	*

**PERFORMANCE IN 2016**

Grade 2015-16	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
<b>6</b>  (37)	<b>Beginning</b>	0	0.0	0	0.0	0	0.0	3	8.3	0	0.0
	<b>Intermediate</b>	0	0.0	0	0.0	3	8.1	9	25.0	5	13.9
	<b>Advanced</b>	1	2.7	5	13.5	12	32.4	16	44.4	12	33.3
	<b>Advanced High</b>	36	97.3	32	86.5	22	59.5	8	22.2	19	52.8
<b>ALL</b>  (37)	<b>Beginning</b>	0	0.0	0	0.0	0	0.0	3	8.3	0	0.0
	<b>Intermediate</b>	0	0.0	0	0.0	3	8.1	9	25.0	5	13.9
	<b>Advanced</b>	1	2.7	5	13.5	12	32.4	16	44.4	12	33.3
	<b>Advanced High</b>	36	97.3	32	86.5	22	59.5	8	22.2	19	52.8

**PROGRESSION FROM  
2015 TO 2016**

Number Rated Both Years	2016 Level	2015 Level			
		Beg	Int	Adv	Adv High
<b>N (%) Progressed</b>					
<b>36</b>  <b>31 (86.1%)</b>	<b>Beginning</b>	0			
	<b>Intermediate</b>	3	2		
	<b>Advanced</b>	1	8	3	
	<b>Advanced High</b>	0	0	19	
<b>36</b>  <b>31 (86.1%)</b>	<b>Beginning</b>	0			
	<b>Intermediate</b>	3	2		
	<b>Advanced</b>	1	8	3	
	<b>Advanced High</b>	0	0	19	

 Indicates students who progressed at least one level from 2015 to 2016.

**SEMESTER 1 TESTS**

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

**MATHEMATICS 6**

38	39.8	71.3	80.0	81.0	63.2	100.0	57.4	87.3
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**MATHEMATICS 6 PRE-AP**

20	49.8	72.6	87.2	88.8	70.0	100.0	70.3	95.9
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**PHYSICAL EDUCATION 6**

58	75.6	83.7	94.7	96.0	93.1	98.3	76.8	99.3
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**READING LANGUAGE ARTS 6**

29	64.5	76.3	54.8	52.4	79.3	65.5	61.9	91.0
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**READING LANGUAGE ARTS 6 PRE-AP**

20	70.0	77.5	89.0	90.2	70.0	100.0	79.7	98.2
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**SCIENCE 6**

38	45.3	65.1	76.9	78.2	26.3	97.4	59.6	89.5
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**SCIENCE 6 PRE-AP**

20	59.5	69.6	86.1	87.9	65.0	100.0	75.9	96.2
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**SOCIAL STUDIES 6**

38	49.2	64.6	79.0	80.6	28.9	97.4	55.5	92.0
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**SOCIAL STUDIES 6 PRE-AP**

20	68.0	77.7	87.6	88.7	70.0	100.0	80.7	97.2
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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

**MATHEMATICS 6**

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**MATHEMATICS 6 PRE-AP**

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**PHYSICAL EDUCATION 6**

58	89.8	90.5	94.9	95.4	98.3	100.0		
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**READING LANGUAGE ARTS 6**

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**READING LANGUAGE ARTS 6 PRE-AP**

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**SCIENCE 6**

37	49.3	67.6	79.9	81.3	45.9	91.7		
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**SCIENCE 6 PRE-AP**

21	68.4	78.5	87.7	88.7	81.0	100.0		
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**SOCIAL STUDIES 6**

37	46.3	64.2	81.2	83.1	35.1	97.3		
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**SOCIAL STUDIES 6 PRE-AP**

21	65.7	72.9	88.7	90.5	57.1	100.0		
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