Data Packet
for 2013-14 planning

Dallas ISD
Evaluation & Assessment
Office of Institutional Research
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OIR@dallasisd.org
August 23, 2013

School Number 263*

J.P. STARKS

*Statistics DO NOT include students enrolled in magnet/academy/vanguard
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**Notes, Definitions, and Data Descriptions**

**2012-13 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.
- SCHOOLS WITH MAGNET PROGRAMS: Teacher statistics include all teachers at the campus, including those that teach in magnet, academy, or vanguard programs.

**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 2012-13. They are counted as new if not enrolled in a district campus before the last day of the 2011-12 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 2011-12 and 2012-13.

**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.
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.
- “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 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. 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.

STAAR L and STAAR M Summary

- Kindergarten ITBS reading statistics are based on the Reading Profile Total (a combination of the Vocabulary, Word Analysis, and Listening subtests) for all years available. All other grades’ ITBS reading statistics, and Logramos reading statistics for all grades, are based on Reading Total results. (Reading Total results are not available with use of the ITBS level 5R form administered in kindergarten.) “Number tested” statistics include kindergarten.
- Kindergarten ITBS mathematics statistics are based on the Mathematics subtest. All other grades’ statistics are based on Mathematics Total results. (Mathematics Total summaries are not available with use of the ITBS level 5R form administered in kindergarten.) “Number tested” statistics include kindergarten.
- Mathematics Total results used for data packets are combinations of the Mathematics Concepts, Problems, and Computation subtest results. For schools who did not administer Mathematics Concepts or Mathematics Problems to their students, Mathematics Computation statistics are provided separately.

TEL PAS

- Students are counted as having tested if anyone 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 2012 to 2013, the TEA did not report the 2012 composite rating.
- If a student is rated as advanced high in 2013, the TEA does not differentiate between the advanced and advanced high levels from 2012.

AC P

- 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 3-12. In MIDDLE and HIGH school, they 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. Course-grade statistics were not computed for ELEMENTARY schools because the ACPs do not yet factor into course 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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*For teachers, “Other” category includes American Indian/Alaska Native and Asian/Hawaiian/Pacific Islander.

### SELECT STUDENT GROUP ENROLLMENT

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# State of Texas Assessment of Academic Readiness 3-8 (English): WRITING

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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
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|       | 2012 | 49   | 113| 162 | 21,034 |
|       | 2013 | 52   | 97 | 149 | 21,559 |

### # Tested (GR 5)

|       | 2011 | 36.4 | 39.4| 38.2| 36.2  | 55  |
|       | 2012 | 51.9 | 77.4| 65.5| 37.2  | 58  |
|       | 2013 | 52.6 | 82.9| 67.1| 38.7  | 73  |

|       | 2011 | 22   | 33  | 55  | 9,181 |
|       | 2012 | 27   | 31  | 58  | 9,773 |
|       | 2013 | 38   | 35  | 73  | 8,952 |

|       | 2011 | 45.5 | 45.7| 45.6| 44.8  | 57  |
|       | 2012 | 53.8 | 70.0| 62.5| 43.8  | 56  |
|       | 2013 | 41.0 | 82.9| 60.8| 45.7  | 74  |

|       | 2011 | 22   | 35  | 57  | 10,907 |
|       | 2012 | 26   | 30  | 56  | 11,044 |
|       | 2013 | 39   | 35  | 74  | 11,197 |
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# ITBS Math (2)

## ITBS: MATHEMATICS TOTAL (**MATHEMATICS**)

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|       | 2012 | 2     | 130          | 28       | 156         | 1           | 19  | 49      | 87      | 73   | 160    | 40,477 |
|       | 2013 | 119   | 29           | 143      | 3           | 20          | 51  | 79      | 69      | 148  | 40,966 |

| 5     | 2011 | 4     | 8            | 11       | *           | 4            | 4   | 5       | 7       | 12   | 1,395  | 57     |
|       | 2012 | 6     | 7            | 11       | *           | 3            | 5   | 10      | 3       | 13   | 1,426  | 56     |
|       | 2013 | *     | 8            | 17       | 21          | 10           | 10  | 19      | 6       | 25   | 1,578  | 74     |

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|       | 2012 | 39    | 17           | 50       | 2           | 11           | 26  | 24      | 32      | 56   | 11,044 |
|       | 2013 | 1     | 45           | 28       | 62          | 15           | 39  | 49      | 25      | 74   | 11,197 |</p>
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Indicates students who progressed at least one level from 2012 to 2013.
### Assessment of Course Performance

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