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**L E P L A N C T**

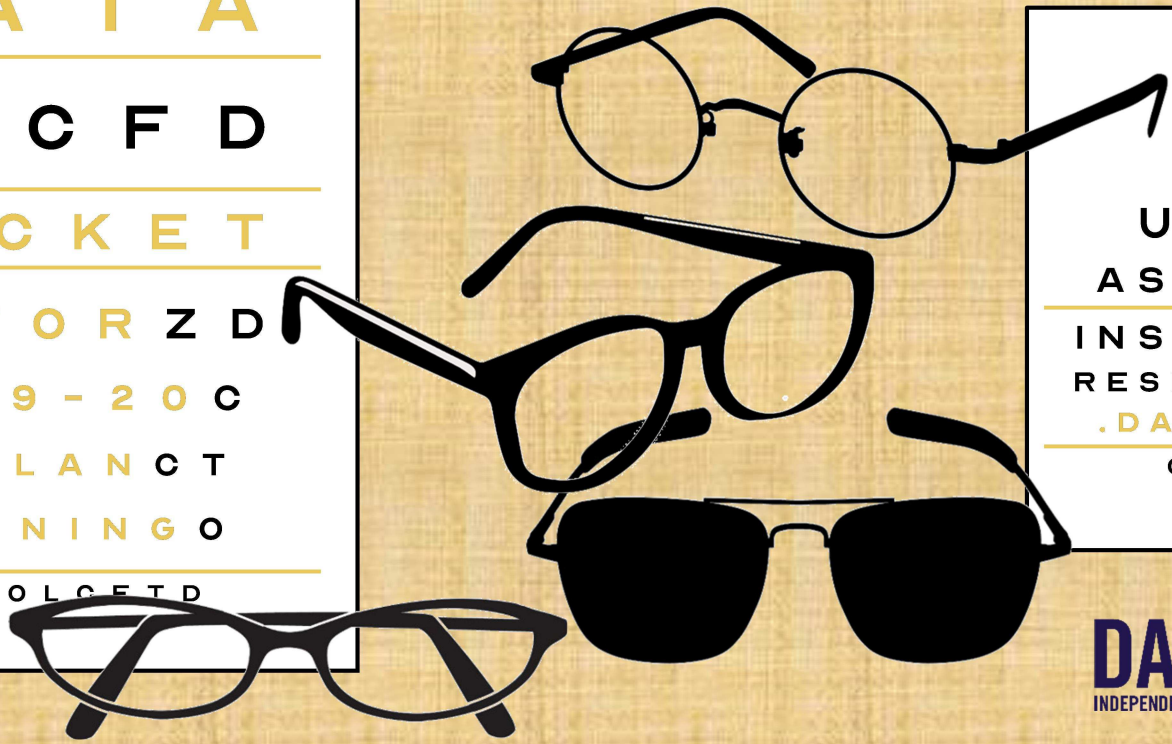
**F D P N I N G O**

**P E Z O L C E T D**

# J.P. STARKS MATH, SCIENCE, AND TECHNOLOGY VANGUARD

SCHOOL NUMBER 830

**E**  
**V A L**  
**U A T I O N S &**  
**A S S E S S M E N T**  
**I N S T I T U T I O N A L**  
**R E S E A R C H M Y D A T A**  
**. D A L L A S I S D . O R G**  
**O I R @ D A L L A S**  
**I S D . O R G**



JULY 24, 2019

STATISTICS BASED ONLY ON STUDENTS IN THE CHOICE PROGRAM



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## **2018-19 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 latest federal standards for ethnicity and race reporting, though some categories have been combined due to small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- Teacher statistics are not available for programs within a campus or for “zoned only” students. See statistics for whole campus in main campus packet.

## **ENROLLMENT**

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- “New” students were new to the district in 2018-19. They are counted as new if not enrolled in a district campus before the last day of the 2017-18 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 2017-18 and 2018-19.

## **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.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

**STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)**

- 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.
- Statistics by reporting category are averages for all students (across student groups and genders).
- “Average percentage correct” is computed as follows: For each student, divide number of items correctly answered by total number of items in test section, then average 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.
- Grade in report is grade level of assessment, not student's grade level. For example, grade 7 students in Pre-AP math or science courses are assessed with the Grade 8 Math or Grade 8 Science assessment. These students' scores are reflected in the row for “Grade 8”.
- Statistics for SSI grades 5 and 8 are based on scores cumulative through students' second administrations.

**TELPAS and IPT**

- Cells marked with an asterisk (\*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Students are counted as having been tested with the TELPAS 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 TELPAS composite rating did not increase at least one level from 2018 to 2019, the TEA did not report the 2018 composite rating.
- If a student is rated as Advanced High on the TELPAS in 2019, the TEA does not differentiate between the Advanced and Advanced High levels from 2018.

**DALLAS ISD 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 secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). “Average course mark (no ACP)” is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in 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% 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
5	16
6	15
ALL	31

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	11	35.5		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	1	3.2		
Hispanic	17	54.8		
White	2	6.5		
Multiple	0	0.0		
Other* (teachers only)	—	—		
Not reported (students only)	0	0.0		

\*Teacher statistics not available for programs within a campus or for “zoned only” students. See statistics for whole campus in main campus packet.

**SELECT STUDENT GROUP ENROLLMENT**

Group	Number	Percent
At-Risk	13	41.9
Economically disadvantaged	28	90.3
Limited English proficient (LEP)	10	32.3
Special education	0	0.0
Talented and Gifted (TAG)	16	51.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
5	2017													
	2018													
	2019	16	4	25.0	0	0.0	1	6.3	10	62.5	1	6.3	0	0.0
6	2017													
	2018													
	2019	15	7	46.7	0	0.0	0	0.0	7	46.7	1	6.7	0	0.0
4-6	2017													
	2018													
	2019	31	11	35.5	0	0.0	1	3.2	17	54.8	2	6.5	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	2017																
	2018																
	2019	16	15	93.8	7	43.8	0	0.0	8	50.0	7	43.8	0	0.0	81.3	18.8	0.0
6	2017																
	2018																
	2019	15	13	86.7	3	20.0	0	0.0	5	33.3	9	60.0	0	0.0	40.0	60.0	0.0
4-6	2017																
	2018																
	2019	31	28	90.3	10	32.3	0	0.0	13	41.9	16	51.6	0	0.0	61.3	38.7	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
5	2017		12,220			11,838	96.9			6.1		11,367		93.0
	2018		12,498			12,078	96.6			6.1		11,513		92.1
	2019	16	12,193	15	97.3	11,764	96.5	0	0.0	5.4	15	11,300	95.2	92.7
6	2017		10,771			10,375	96.3			18.5		9,885		91.8
	2018		10,808			10,384	96.1			16.0		9,749		90.2
	2019	15	11,096	15	98.1	10,607	95.6	0	0.0	7.0	15	9,954	100.0	89.7
4-6	2017		35,863			34,681	96.7			13.2		33,205		92.6
	2018		35,982			34,698	96.4			11.9		32,899		91.4
	2019	31	35,407	30	97.7	34,049	96.2	0	0.0	6.1	30	32,364	98.0	91.4



**PERCENTAGE APPROACHED GRADE LEVEL STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2017												71.7	0
	2018												76.0	0
	2019	*	*	100.0	100.0		100.0	100.0		100.0	*	100.0	81.0	16
6	2017												52.4	0
	2018												54.5	0
	2019	*	100.0	85.7	92.3		*	*		100.0	88.9	93.3	56.6	15
4-6	2017												59.5	0
	2018												63.4	0
	2019	*	100.0	94.1	96.4		100.0	92.3		100.0	91.7	96.8	67.0	31

NUMBER TESTED IN GRADES 4-6														
2017														26,298
2018														25,952
2019	2	11	17	28			10	13		19	12	31		25,988

**NUMBER NOT APPROACHED GRADE LEVEL STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2017												2,269	0
	2018												1,956	0
	2019	*	*	0	0		0	0		0	*	0	1,508	16
6	2017												5,071	0
	2018												4,740	0
	2019	*	0	1	1		*	*		0	1	1	4,699	15
4-6	2017												10,663	0
	2018												9,507	0
	2019	*	0	1	1		0	1		0	1	1	8,583	31

NUMBER TESTED IN GRADES 4-6														
2017														26,298
2018														25,952
2019	2	11	17	28			10	13		19	12	31		25,988

**PERCENTAGE MET GRADE LEVEL STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2017												38.2	0
	2018												44.1	0
	2019	*	*	90.0	86.7		100.0	100.0		84.6	*	87.5	45.9	16
6	2017												22.9	0
	2018												26.7	0
	2019	*	28.6	85.7	53.8		*	*		50.0	66.7	60.0	26.3	15
4-6	2017												30.3	0
	2018												34.7	0
	2019	*	45.5	88.2	71.4		100.0	84.6		73.7	75.0	74.2	35.3	31

NUMBER TESTED IN GRADES 4-6														
2017														26,298
2018														25,952
2019	2	11	17	28			10	13		19	12	31		25,988

**PERCENTAGE MASTERED GRADE LEVEL STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2017												19.4	0
	2018												20.1	0
	2019	*	*	60.0	60.0		57.1	50.0		53.8	*	56.3	24.1	16
6	2017												9.5	0
	2018												11.3	0
	2019	*	28.6	42.9	38.5		*	*		33.3	44.4	40.0	11.1	15
4-6	2017												14.7	0
	2018												15.9	0
	2019	*	36.4	52.9	50.0		70.0	53.8		47.4	50.0	48.4	17.1	31

NUMBER TESTED IN GRADE 4-6														
2017														26,298
2018														25,952
2019	2	11	17	28			10	13		19	12	31		25,988

## 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
5	2017			
	2018			
	2019	94.5	83.6	84.4
6	2017			
	2018			
	2019	80.0	78.0	80.9
4-6	2017			
	2018			
	2019	87.5	80.9	82.7

**PERCENTAGE APPROACHED GRADE LEVEL STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2017												80.6	0
	2018												86.9	0
	2019	*	*	100.0	100.0		100.0	100.0		100.0	*	100.0	88.0	16
6	2017												64.1	0
	2018												66.8	0
	2019	*	100.0	100.0	100.0		*	*		100.0	100.0	100.0	73.5	15
4-6	2017												71.1	0
	2018												76.7	0
	2019	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	78.9	31

NUMBER TESTED IN GRADES 4-6														
2017														35,078
2018														34,668
2019	2	11	17	28			10	13		19	12	31		34,376

**NUMBER NOT APPROACHED GRADE LEVEL STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2017												2,308	0
	2018												1,582	0
	2019	*	*	0	0		0	0		0	*	0	1,420	16
6	2017												3,811	0
	2018												3,458	0
	2019	*	0	0	0		*	*		0	0	0	2,860	15
4-6	2017												10,135	0
	2018												8,068	0
	2019	*	0	0	0		0	0		0	0	0	7,239	31

NUMBER TESTED IN GRADES 4-6														
2017														35,078
2018														34,668
2019	2	11	17	28			10	13		19	12	31		34,376

**PERCENTAGE MET GRADE LEVEL STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2017												42.4	0
	2018												53.8	0
	2019	*	*	90.0	86.7		100.0	100.0		84.6	*	87.5	55.5	16
6	2017												28.8	0
	2018												33.0	0
	2019	*	85.7	85.7	84.6		*	*		100.0	77.8	86.7	37.6	15
4-6	2017												37.2	0
	2018												44.2	0
	2019	*	81.8	88.2	85.7		100.0	84.6		89.5	83.3	87.1	46.2	31

NUMBER TESTED IN GRADES 4-6														
2017														35,078
2018														34,668
2019	2	11	17	28		10	13		19	12	31		34,376	



**PERCENTAGE MASTERED GRADE LEVEL STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2017												19.3	0
	2018												27.6	0
	2019	*	*	70.0	60.0		85.7	75.0		61.5	*	56.3	34.0	16
6	2017												10.4	0
	2018												11.5	0
	2019	*	42.9	57.1	53.8		*	*		50.0	55.6	53.3	15.4	15
4-6	2017												17.6	0
	2018												21.4	0
	2019	*	36.4	64.7	57.1		80.0	61.5		57.9	50.0	54.8	25.1	31

NUMBER TESTED IN GRADE 4-6														
2017														35,078
2018														34,668
2019	2	11	17	28		10	13		19	12	31			34,376

## 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
5	2017				
	2018				
	2019	85.4	86.0	76.4	78.1
6	2017				
	2018				
	2019	73.3	78.2	74.4	78.1
4-6	2017				
	2018				
	2019	79.6	82.3	75.4	78.1

**PERCENTAGE APPROACHED GRADE LEVEL STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2017												65.9	
	2018												68.8	
	2019	*	*	100.0	100.0		100.0	100.0		100.0	*	100.0	69.3	16

NUMBER TESTED IN GRADE 5														
2017														9,759
2018														10,271
2019	1	4	10	15		7	8		13	3	16		10,432	

**NUMBER NOT APPROACHED GRADE LEVEL STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2017												3328	
	2018												3208	
	2019	*	*	0	0		0	0		0	*	0	3203	16

NUMBER TESTED IN GRADE 5														
2017														9,759
2018														10,271
2019	1	4	10	15			7	8		13	3	16		10,432

**PERCENTAGE MET GRADE LEVEL STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2017												33.0	
	2018												32.6	
	2019	*	*	80.0	80.0		85.7	75.0		76.9	*	75.0	42.0	16

NUMBER TESTED IN GRADE 5														
2017														9,759
2018														10,271
2019	1	4	10	15		7	8		13	3	16			10,432

**PERCENTAGE MASTERED GRADE LEVEL STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2017												12.8	
	2018												12.1	
	2019	*	*	20.0	33.3		42.9	37.5		30.8	*	31.3	19.7	16

NUMBER TESTED IN GRADE 5														
2017														9,759
2018														10,271
2019	1	4	10	15		7	8		13	3	16			10,432

## 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	2017				
	2018				
	2019	79.2	83.6	77.5	85.9

**PERFORMANCE IN 2019**

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
(N Rated)	2019 Level										
5 <hr/> (7)	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	5	71.4	1	14.3	0	0.0	0	0.0
	Advanced High	7	100.0	2	28.6	6	85.7	7	100.0	7	100.0
ALL <hr/> (10)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	3	30.0	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	5	50.0	1	10.0	0	0.0	3	30.0
	Advanced High	10	100.0	2	20.0	9	90.0	10	100.0	7	70.0

**PROGRESSION FROM 2018 TO 2019**

Number Rated Both Years	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
7 <hr/> 7 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	7	
10 <hr/> 7 (70.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	3	
	Advanced High	0	0	7	

 Indicates students who progressed at least one level from 2018 to 2019.



**SEMESTER 1 TESTS**

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

**SEMESTER 2 TESTS**

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

**Middle School Exams**

**MATHEMATICS 6**

15	80.0	90.2	89.3	89.2	100.0	100.0	68.7	89.6
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**READING LANGUAGE ARTS 6**

15	75.8	84.5	86.7	86.9	93.3	100.0	57.8	91.9
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**SCIENCE 6**

15	73.1	82.8	91.7	92.7	100.0	100.0	48.9	89.9
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**WORLD CULTURES 6**

15	76.0	85.3	86.9	87.1	93.3	100.0	51.7	90.9
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**MATHEMATICS 6**

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**READING LANGUAGE ARTS 6**

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**SCIENCE 6**

15	68.4	79.9	89.1	90.1	93.3	100.0	51.6	86.0
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**WORLD CULTURES 6**

15	66.5	80.7	86.8	87.5	93.3	100.0	52.9	89.1
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**Elementary School Exams**

**GRADE 5 MATHEMATICS**

15	83.9	89.5	89.9		100.0	100.0	76.6	92.2
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**GRADE 5 READING**

15	77.6	85.1	87.0		100.0	100.0	78.4	93.9
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**GRADE 5 SCIENCE**

15	85.7	85.7	91.9		100.0	100.0	75.6	95.2
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**GRADE 5 MATHEMATICS**

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**GRADE 5 READING**

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**GRADE 5 SCIENCE**

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