



School Number 220

MARK TWAIN ELEMENTARY SCHOOL

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2020-21 DATA PACKET INFORMATION

This is a special edition of the annual Campus Data Packet. Many statistics were affected by the COVID-19 emergency closure that began after March 13, 2020. Most assessment statistics could not be computed, with some exceptions noted below. Enrollment and teacher statistics were computed as expected, but student attendance statistics use data only through March 13, 2020. Additional notes about changes for the 2019-20 school year are noted below.

2019-20 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 demographics and location 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 sixth six-weeks grading period.
- “New” students were new to the district in 2019-20. They are counted as new if not enrolled in a district campus before the last day of the 2018-19 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 2018-19 and 2019-20.

ATTENDANCE Through March 13, 2020

- Statistics are based on student attendance through the end of the school year. Due to the COVID-19 emergency closure, attendance statistics for 2019-20 are computed as if the end of the school year was March 13, 2020.
- “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.”

TEACHERS

- Teacher demographics and location 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.
- Retention rate is the percentage of the prior year's teachers who continued at the school. The rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the prior year” and denominator “# of teachers assigned to the school for the prior year.” Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

TELPAS Administered On Or Before March 13, 2020

- 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 is rated as Advanced High on the TELPAS in 2020, the TEA does not differentiate between the Advanced and Advanced High levels from 2019.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP) Administered December 2019 Or Earlier

- 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 1-12. 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
KN	11
1	37
2	40
3	36
4	39
5	31
ALL	194

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	110	56.7	16	80.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	73	37.6	2	10.0
White	2	1.0	2	10.0
Multiple	9	4.6	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	60	30.9
Economically disadvantaged	160	82.5
Limited English proficient (LEP)	48	24.7
Special education	13	6.7
Talented and Gifted (TAG)	74	38.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
KN	2018	36	22	61.1	0	0.0	0	0.0	14	38.9	0	0.0	0	0.0
	2019	32	16	50.0	0	0.0	0	0.0	13	40.6	1	3.1	1	3.1
	2020	11	7	63.6	0	0.0	0	0.0	3	27.3	1	9.1	0	0.0
1	2018	43	29	67.4	0	0.0	0	0.0	13	30.2	1	2.3	0	0.0
	2019	33	18	54.5	0	0.0	0	0.0	14	42.4	0	0.0	1	3.0
	2020	37	18	48.6	0	0.0	0	0.0	17	45.9	0	0.0	2	5.4
2	2018	49	25	51.0	0	0.0	0	0.0	22	44.9	2	4.1	0	0.0
	2019	29	19	65.5	0	0.0	0	0.0	7	24.1	1	3.4	2	6.9
	2020	40	26	65.0	0	0.0	0	0.0	12	30.0	0	0.0	2	5.0
3	2018	34	25	73.5	0	0.0	0	0.0	8	23.5	0	0.0	1	2.9
	2019	38	17	44.7	0	0.0	0	0.0	20	52.6	0	0.0	1	2.6
	2020	36	21	58.3	0	0.0	0	0.0	13	36.1	1	2.8	1	2.8
4	2018	51	32	62.7	0	0.0	0	0.0	18	35.3	1	2.0	0	0.0
	2019	31	16	51.6	0	0.0	0	0.0	12	38.7	1	3.2	2	6.5
	2020	39	19	48.7	0	0.0	0	0.0	17	43.6	0	0.0	3	7.7
5	2018	54	37	68.5	0	0.0	0	0.0	17	31.5	0	0.0	0	0.0
	2019	41	23	56.1	0	0.0	0	0.0	16	39.0	1	2.4	1	2.4
	2020	31	19	61.3	0	0.0	0	0.0	11	35.5	0	0.0	1	3.2
KN-5	2018	303	190	62.7	0	0.0	0	0.0	107	35.3	4	1.3	2	0.7
	2019	241	130	53.9	0	0.0	0	0.0	96	39.8	5	2.1	9	3.7
	2020	194	110	56.7	0	0.0	0	0.0	73	37.6	2	1.0	9	4.6

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	
KN	2018	36	33	91.7	11	30.6	4	11.1	13	36.1	3	8.3	18	50.0	30.6	69.4	0.0
	2019	32	29	90.6	10	31.3	3	9.4	7	21.9	0	0.0	11	34.4	53.1	46.9	3.1
	2020	11	10	90.9	3	27.3	4	36.4	3	27.3	0	0.0	0	0.0	45.5	54.5	0.0
1	2018	43	40	93.0	8	18.6	3	7.0	10	23.3	5	11.6	12	27.9	51.2	48.8	0.0
	2019	33	32	97.0	9	27.3	1	3.0	12	36.4	2	6.1	5	15.2	39.4	60.6	9.1
	2020	37	35	94.6	13	35.1	2	5.4	13	35.1	12	32.4	3	8.1	67.6	32.4	5.4
2	2018	49	43	87.8	20	40.8	5	10.2	21	42.9	12	24.5	13	26.5	49.0	51.0	0.0
	2019	29	27	93.1	5	17.2	5	17.2	9	31.0	3	10.3	2	6.9	51.7	48.3	10.3
	2020	40	28	70.0	7	17.5	1	2.5	7	17.5	16	40.0	4	10.0	45.0	55.0	0.0
3	2018	34	33	97.1	6	17.6	2	5.9	7	20.6	8	23.5	7	20.6	55.9	44.1	0.0
	2019	38	36	94.7	19	50.0	3	7.9	16	42.1	7	18.4	6	15.8	55.3	44.7	0.0
	2020	36	29	80.6	8	22.2	2	5.6	9	25.0	15	41.7	3	8.3	55.6	44.4	0.0
4	2018	51	49	96.1	17	33.3	6	11.8	32	62.7	12	23.5	5	9.8	51.0	49.0	0.0
	2019	31	28	90.3	8	25.8	4	12.9	18	58.1	8	25.8	5	16.1	48.4	51.6	3.2
	2020	39	31	79.5	12	30.8	1	2.6	19	48.7	15	38.5	2	5.1	46.2	53.8	0.0
5	2018	54	52	96.3	13	24.1	10	18.5	38	70.4	11	20.4	5	9.3	46.3	53.7	0.0
	2019	41	41	100.0	15	36.6	3	7.3	27	65.9	10	24.4	2	4.9	43.9	56.1	0.0
	2020	31	27	87.1	5	16.1	3	9.7	9	29.0	16	51.6	2	6.5	48.4	51.6	0.0
KN-5	2018	303	283	93.4	87	28.7	30	9.9	135	44.6	51	16.8	95	31.4	48.5	51.5	0.3
	2019	241	230	95.4	79	32.8	37	15.4	94	39.0	30	12.4	54	22.4	50.6	49.4	5.0
	2020	194	160	82.5	48	24.7	13	6.7	60	30.9	74	38.1	14	7.2	52.1	47.9	1.0

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
KN	2018	37	11,061	34	94.0	10,520	95.1	18	49.0	17.8	29	9,830	79.0	88.9
	2019	35	10,918	33	92.5	10,370	95.0	7	19.8	5.7	25	9,637	70.9	88.3
	2020	15	10,874	14	93.2	10,319	94.9	0	0.0	3.8	10	9,815	68.8	90.3
1	2018	41	11,550	39	95.1	11,055	95.7	18	44.2	16.6	33	10,347	81.1	89.6
	2019	32	11,198	30	92.2	10,715	95.7	3	9.3	5.0	23	10,069	71.5	89.9
	2020	37	11,192	34	93.1	10,678	95.4	1	2.7	3.9	31	10,139	83.7	90.6
2	2018	46	11,864	44	94.6	11,398	96.1	19	41.2	15.9	35	10,717	75.8	90.3
	2019	29	11,232	27	95.2	10,781	96.0	6	21.0	4.8	23	10,169	80.4	90.5
	2020	41	11,070	39	94.9	10,616	95.9	0	0.0	3.2	38	10,175	92.3	91.9
3	2018	34	12,536	32	95.1	12,080	96.4	18	53.2	14.4	28	11,431	82.8	91.2
	2019	39	11,452	37	95.3	11,029	96.3	4	10.3	4.6	31	10,478	79.6	91.5
	2020	39	11,093	38	96.0	10,664	96.1	1	2.6	3.5	35	10,181	89.3	91.8
4	2018	51	12,675	49	95.6	12,235	96.5	12	23.3	14.1	47	11,637	91.4	91.8
	2019	32	12,118	30	94.3	11,690	96.5	3	9.5	4.9	23	11,112	72.5	91.7
	2020	42	11,323	40	96.1	10,902	96.3	0	0.0	3.4	39	10,479	93.8	92.5
5	2018	53	12,498	51	94.9	12,078	96.6	11	20.6	6.1	44	11,513	82.3	92.1
	2019	43	12,193	41	94.8	11,779	96.6	4	9.3	4.5	36	11,300	83.4	92.7
	2020	32	11,957	31	96.4	11,518	96.3	0	0.0	3.2	31	11,098	97.9	92.8
KN-5	2018	262	72,186	249	94.9	69,366	96.1	96	36.6	14.0	216	65,475	82.4	90.7
	2019	210	69,110	197	94.1	66,364	96.0	27	12.9	4.9	161	62,765	76.7	90.8
	2020	205	67,509	195	95.1	64,698	95.8	2	1.0	3.5	184	61,887	89.7	91.7

Teachers: 20

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	16	80.0
Hispanic	2	10.0
White	2	10.0
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	17	85.0
Male	3	15.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	8.9	61.5
2018-19	6.6	68.0
2019-20	6.3	35.0

YEARS EXPERIENCE


Years	Number	Percentage
Beginning (0)	3	15.0
1	0	0.0
2	2	10.0
3	1	5.0
4	1	5.0
5	0	0.0
1-3	3	15.0
More than 3	14	70.0
1 - 5	4	20.0
6 - 10	1	5.0
11 - 20	3	15.0
More than 20	9	45.0

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
1 (13)	Beginning	1	7.7	1	7.7	5	38.5	2	15.4	1	7.7
	Intermediate	3	23.1	3	23.1	4	30.8	2	15.4	4	30.8
	Advanced	7	53.8	7	53.8	2	15.4	3	23.1	6	46.2
	Advanced High	2	15.4	2	15.4	2	15.4	6	46.2	2	15.4
2 (8)	Beginning	0	0.0	3	42.9	3	42.9	1	12.5	1	14.3
	Intermediate	2	28.6	4	57.1	2	28.6	5	62.5	5	71.4
	Advanced	3	42.9	0	0.0	1	14.3	2	25.0	1	14.3
	Advanced High	2	28.6	0	0.0	1	14.3	0	0.0	0	0.0
3 (9)	Beginning	0	0.0	2	22.2	1	11.1	1	11.1	1	11.1
	Intermediate	0	0.0	4	44.4	2	22.2	1	11.1	1	11.1
	Advanced	5	55.6	2	22.2	4	44.4	2	22.2	5	55.6
	Advanced High	4	44.4	1	11.1	2	22.2	5	55.6	2	22.2
4 (12)	Beginning	0	0.0	0	0.0	1	33.3	0	0.0	0	0.0
	Intermediate	7	58.3	7	58.3	0	0.0	8	66.7	1	33.3
	Advanced	2	16.7	5	41.7	1	33.3	1	8.3	1	33.3
	Advanced High	3	25.0	0	0.0	1	33.3	3	25.0	1	33.3
ALL (51)	Beginning	2	4.0	9	18.0	12	33.3	5	9.8	3	8.3
	Intermediate	14	28.0	18	36.0	9	25.0	18	35.3	14	38.9
	Advanced	19	38.0	18	36.0	8	22.2	9	17.6	13	36.1
	Advanced High	15	30.0	5	10.0	7	19.4	19	37.3	6	16.7

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
12 9 (75.0%)	Beginning	0			
	Intermediate	1	3		
	Advanced	1	5	0	
	Advanced High	0	1	1	
8 1 (12.5%)	Beginning	1			
	Intermediate	1	4		
	Advanced	0	0	1	
	Advanced High	0	0	0	
9 4 (44.4%)	Beginning	1			
	Intermediate	0	1		
	Advanced	0	2	3	
	Advanced High	0	0	2	
12 2 (16.7%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	1	0	
	Advanced High	0	0	1	
45 16 (35.6%)	Beginning	2			
	Intermediate	2	9		
	Advanced	1	8	4	
	Advanced High	0	1	4	

 Indicates students who progressed at least one level from 2019 to 2020.

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

Elementary School Exams

GRADE 1 MATHEMATICS

36	74.9	80.7			72.2		78.9	
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GRADE 1 READING

22	79.8	87.9			90.9		91.2	
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GRADE 1 READING SPANISH

14	78.2	85.5			85.7		89.5	
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GRADE 2 MATHEMATICS

41	65.2	75.7	81.2		68.3	95.1	76.5	92.3
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GRADE 2 READING

32	68.3	78.9	86.5		68.8	100.0	72.1	91.3
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GRADE 2 READING SPANISH

8	68.1	76.1	84.4		75.0	87.5	75.1	92.0
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GRADE 3 MATHEMATICS

37	66.0	77.3	81.9		70.3	86.5	70.6	90.8
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GRADE 3 READING

32	62.5	77.5	82.3		71.9	100.0	62.6	88.7
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GRADE 3 READING SPANISH

5	*	*	*		*	*	57.7	*
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GRADE 4 LANGUAGE ARTS

42	59.8	71.3	82.6		52.4	97.6	68.3	91.7
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GRADE 1 MATHEMATICS

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GRADE 1 READING

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GRADE 1 READING SPANISH

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GRADE 2 MATHEMATICS

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GRADE 2 READING

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GRADE 2 READING SPANISH

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GRADE 3 MATHEMATICS

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GRADE 3 READING

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GRADE 3 READING SPANISH

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GRADE 4 LANGUAGE ARTS

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SEMESTER 1 TESTS

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

GRADE 4 MATHEMATICS

42	68.5	77.0	82.0		69.0	92.9	71.7	90.4
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GRADE 4 READING

31	57.4	76.8	85.8		80.6	100.0	68.8	92.4
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GRADE 4 READING SPANISH

11	46.8	64.5	82.0		27.3	100.0	80.7	91.8
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GRADE 5 MATHEMATICS

31	67.2	76.0	81.8		71.0	90.3	78.3	91.9
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GRADE 5 MATHEMATICS SPANISH

1	*	*	*		*	*	56.2	*
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GRADE 5 READING

25	53.1	76.5	81.7		76.0	100.0	79.5	94.1
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GRADE 5 READING SPANISH

7	63.6	73.4	87.1		71.4	100.0	79.8	94.9
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GRADE 5 SCIENCE

31	66.1	70.1	81.9		58.1	90.3	76.5	95.9
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GRADE 5 SCIENCE SPANISH

1	*	*	*		*	*	73.2	*
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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

GRADE 4 MATHEMATICS

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GRADE 4 READING

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GRADE 4 READING SPANISH

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GRADE 5 MATHEMATICS

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GRADE 5 MATHEMATICS SPANISH

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GRADE 5 READING

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GRADE 5 READING SPANISH

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GRADE 5 SCIENCE

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GRADE 5 SCIENCE SPANISH

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