

MARK TWAIN FUNDAMENTAL VANGUARD

SCHOOL NUMBER 829

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DALLAS
INDEPENDENT SCHOOL DISTRICT

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.
- Statistics from the 2018 TELPAS are presented in a separate report in this data packet because they were not available for publication the prior year.
- Statistics from 2017-18 IPT administrations are presented in a separate report in this year's data packet. Statistics were recomputed from last year to separate English from Spanish results and to select only the latest score for a student.

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	10
ALL	10

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	7	70.0		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	0	0.0		
Hispanic	3	30.0		
White	0	0.0		
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	3	30.0
Economically disadvantaged	10	100.0
Limited English proficient (LEP)	3	30.0
Special education	0	0.0
Talented and Gifted (TAG)	6	60.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
5	2017	10	2	20.0	0	0.0	0	0.0	8	80.0	0	0.0	0	0.0
	2018	13	6	46.2	0	0.0	0	0.0	7	53.8	0	0.0	0	0.0
	2019	10	7	70.0	0	0.0	0	0.0	3	30.0	0	0.0	0	0.0
5	2017	14	6	42.9	0	0.0	0	0.0	8	57.1	0	0.0	0	0.0
	2018	26	14	53.8	0	0.0	0	0.0	12	46.2	0	0.0	0	0.0
	2019	10	7	70.0	0	0.0	0	0.0	3	30.0	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	2017	10	10	100.0	8	80.0	0	0.0	8	80.0	6	60.0	0	0.0	30.0	70.0	0.0
	2018	13	13	100.0	7	53.8	0	0.0	6	46.2	10	76.9	0	0.0	46.2	53.8	0.0
	2019	10	10	100.0	3	30.0	0	0.0	3	30.0	6	60.0	0	0.0	50.0	50.0	0.0
5	2017	14	14	100.0	8	57.1	0	0.0	8	57.1	10	71.4	1	7.1	42.9	57.1	0.0
	2018	26	24	92.3	12	46.2	0	0.0	10	38.5	18	69.2	0	0.0	42.3	57.7	0.0
	2019	10	10	100.0	3	30.0	0	0.0	3	30.0	6	60.0	0	0.0	50.0	50.0	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	10	12,220	10	98.6	11,838	96.9	0	0.0	6.1	10	11,367	100.0	93.0
	2018	13	12,498	13	97.1	12,078	96.6	0	0.0	6.1	13	11,513	100.0	92.1
	2019	10	12,193	10	97.0	11,764	96.5	0	0.0	5.4	10	11,300	100.0	92.7
5	2017	14	74,855	14	98.2	72,203	96.5	0	0.0	15.3	14	68,741	100.0	91.8
	2018	26	72,186	25	97.6	69,366	96.1	0	0.0	14.0	26	65,475	100.0	90.7
	2019	10	69,110	10	97.0	66,323	96.0	0	0.0	6.1	10	62,753	100.0	90.8

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)
4	2017		*		*					*	*	*	56.4	4
	2018		100.0		100.0					*	*	100.0	61.9	8
	2019												67.2	0
5	2017		*		*						*	*	71.7	2
	2018		100.0		100.0					*	*	100.0	76.0	6
	2019		100.0		100.0			*		*	*	100.0	81.0	7
3-5	2017		100.0		100.0					*	*	100.0	62.7	6
	2018		100.0		100.0					100.0	100.0	100.0	68.7	14
	2019		100.0		100.0			*		*	*	100.0	72.3	7

NUMBER TESTED IN GRADES 3-5													
2017		6		6						3	3	6	23,084
2018		14		14						7	7	14	22,610
2019		7		7				1		4	3	7	21,769

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)
4	2017		*		*					*	*	*	3,323	4
	2018		0		0					*	*	0	2,811	8
	2019												2,376	0
5	2017		*		*						*	*	2,269	2
	2018		0		0					*	*	0	1,956	6
	2019		0		0			*		*	*	0	1,508	7
3-5	2017		0		0					*	*	0	8,606	6
	2018		0		0					0	0	0	7,076	14
	2019		0		0			*		*	*	0	6,037	7

NUMBER TESTED IN GRADES 3-5													
2017		6		6						3	3	6	23,084
2018		14		14						7	7	14	22,610
2019		7		7				1		4	3	7	21,769

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)
4	2017		*		*					*	*	*	32.4	4
	2018		87.5		87.5					*	*	87.5	35.6	8
	2019												37.1	0
5	2017		*		*						*	*	38.2	2
	2018		100.0		100.0					*	*	100.0	44.1	6
	2019		28.6		28.6			*		*	*	28.6	45.9	7
3-5	2017		100.0		100.0					*	*	100.0	34.6	6
	2018		92.9		92.9					85.7	100.0	92.9	38.0	14
	2019		28.6		28.6			*		*	*	28.6	39.9	7

NUMBER TESTED IN GRADES 3-5													
2017		6		6						3	3	6	23,084
2018		14		14						7	7	14	22,610
2019		7		7				1		4	3	7	21,769

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)
4	2017		*		*					*	*	*	16.9	4
	2018		12.5		12.5					*	*	12.5	17.7	8
	2019												18.2	0
5	2017		*		*						*	*	19.4	2
	2018		83.3		83.3					*	*	83.3	20.1	6
	2019		14.3		14.3			*		*	*	14.3	24.1	7
3-5	2017		83.3		83.3					*	*	83.3	18.8	6
	2018		42.9		42.9					57.1	28.6	42.9	19.1	14
	2019		14.3		14.3			*		*	*	14.3	21.5	7

NUMBER TESTED IN GRADE 3-5													
2017		6		6						3	3	6	23,084
2018		14		14						7	7	14	22,610
2019		7		7				1		4	3	7	21,769

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	2017	*	*	*
	2018	89.1	75.0	76.9
	2019			
5	2017	*	*	*
	2018	87.5	96.9	92.9
	2019	85.7	73.2	68.4
3-5	2017	87.5	90.1	88.9
	2018	88.4	84.4	83.8
	2019	85.7	73.2	68.4

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)
4	2017		*		*			*		*	*	*	68.1	4
	2018		100.0	*	91.7		*	*		*	87.5	92.3	75.2	13
	2019												74.7	0
5	2017		*	100.0	100.0		100.0	100.0		*	100.0	100.0	80.6	10
	2018		100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	86.9	13
	2019		100.0	*	100.0		*	*		*	*	100.0	88.0	10
3-5	2017		100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	72.7	14
	2018		100.0	91.7	96.0		91.7	90.0		100.0	93.3	96.2	78.8	26
	2019		100.0	*	100.0		*	*		*	*	100.0	79.5	10

NUMBER TESTED IN GRADES 3-5													
2017		6	8	14		8	10		6	8	14		37,278
2018		14	12	25		12	10		11	15	26		36,318
2019		7	3	10		3	3		5	5	10		34,690

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)
4	2017		*		*			*		*	*	*	4,016	4
	2018		0	*	1		*	*		*	1	1	3,028	13
	2019												2,959	0
5	2017		*	0	0		0	0		*	0	0	2,308	10
	2018		0	0	0		0	0		0	0	0	1,582	13
	2019		0	*	0		*	*		*	*	0	1,420	10
3-5	2017		0	0	0		0	0		0	0	0	10,175	14
	2018		0	1	1		1	1		0	1	1	7,682	26
	2019		0	*	0		*	*		*	*	0	7,105	10

NUMBER TESTED IN GRADES 3-5													
2017		6	8	14		8	10		6	8	14		37,278
2018		14	12	25		12	10		11	15	26		36,318
2019		7	3	10		3	3		5	5	10		34,690

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)
4	2017		*		*					*	*	*	39.4	4
	2018		87.5	*	75.0		*	*		*	75.0	69.2	44.2	13
	2019												44.8	0
5	2017		*	62.5	60.0		62.5	62.5		*	57.1	60.0	42.4	10
	2018		100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	53.8	13
	2019		57.1	*	60.0		*	*		*	*	60.0	55.5	10
3-5	2017		83.3	62.5	71.4		62.5	62.5		83.3	62.5	71.4	40.5	14
	2018		92.9	75.0	88.0		75.0	70.0		81.8	86.7	84.6	46.6	26
	2019		57.1	*	60.0		*	*		*	*	60.0	47.8	10

NUMBER TESTED IN GRADES 3-5													
2017		6	8	14		8	8		6	8	14		37,278
2018		14	12	25		12	10		11	15	26		36,318
2019		7	3	10		3	3		5	5	10		34,690

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)
4	2017		*		*					*	*	*	22.1	4
	2018		0.0	*	8.3		*	*		*	12.5	7.7	23.8	13
	2019												25.1	0
5	2017		*	25.0	30.0		25.0	25.0		*	14.3	30.0	19.3	10
	2018		100.0	71.4	84.6		71.4	66.7		100.0	71.4	84.6	27.6	13
	2019		42.9	*	40.0		*	*		*	*	40.0	34.0	10
3-5	2017		83.3	25.0	50.0		25.0	25.0		83.3	25.0	50.0	20.4	14
	2018		42.9	50.0	48.0		50.0	50.0		54.5	40.0	46.2	23.7	26
	2019		42.9	*	40.0		*	*		*	*	40.0	26.6	10

NUMBER TESTED IN GRADE 3-5													
2017		6	8	14		8	8		6	8	14		37,278
2018		14	12	25		12	10		11	15	26		36,318
2019		7	3	10		3	3		5	5	10		34,690

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	2017	*	*	*	*
	2018	75.2	70.6	73.8	80.8
	2019				
5	2017	76.7	77.1	70.0	87.5
	2018	87.2	86.0	94.0	84.6
	2019	80.0	75.3	66.7	55.0
3-5	2017	81.7	81.7	77.1	87.5
	2018	81.2	78.3	83.9	82.7
	2019	80.0	75.3	66.7	55.0

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	2
	2018		100.0		100.0					*	*	100.0	68.8	6
	2019		57.1	*	70.0		*	*		*	*	70.0	69.3	10

NUMBER TESTED IN GRADE 5													
2017		2		2							2	2	9,759
2018		6		6					3	3	6	10,271	
2019		7	3	10			3	3		5	5	10	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	2
	2018		0		0					*	*	0	3208	6
	2019		3	*	3		*	*		*	*	3	3203	10

NUMBER TESTED IN GRADE 5													
2017		2		2							2	2	9,759
2018		6		6					3	3	6	10,271	
2019		7	3	10		3	3		5	5	10	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	2
	2018		50.0		50.0					*	*	50.0	32.6	6
	2019		14.3	*	20.0		*	*		*	*	20.0	42.0	10

NUMBER TESTED IN GRADE 5													
2017		2		2							2	2	9,759
2018		6		6					3	3	6	10,271	
2019		7	3	10		3	3		5	5	10	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	2
	2018		16.7		16.7					*	*	16.7	12.1	6
	2019		0.0	*	0.0		*	*		*	*	0.0	19.7	10

NUMBER TESTED IN GRADE 5													
2017		2		2							2	2	9,759
2018		6		6					3	3	6	10,271	
2019		7	3	10		3	3		5	5	10	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	86.1	87.5	68.3	75.0
	2019	73.3	53.8	68.0	71.7

PERFORMANCE IN 2018

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (7)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	14.3	0	0.0	0	0.0	0	0.0
	Advanced	1	14.3	6	85.7	2	28.6	1	14.3	2	28.6
	Advanced High	6	85.7	0	0.0	5	71.4	6	85.7	5	71.4
ALL (12)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	8.3	3	25.0	1	8.3	3	25.0	2	16.7
	Advanced	5	41.7	9	75.0	5	41.7	1	8.3	4	33.3
	Advanced High	6	50.0	0	0.0	6	50.0	8	66.7	6	50.0

PROGRESSION FROM 2017 TO 2018

Number Rated Both Years	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
7 5 (71.4%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	2	
	Advanced High	0	0	5	
12 6 (50.0%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	0	4	
	Advanced High	0	0	6	

 Indicates students who progressed at least one level from 2017 to 2018.

2018 PERCENTAGE BY PROFICIENCY LEVEL

Language	Grade	Number Tested	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
			N	%	N	%	N	%	N	%	N	%
<i>English</i>	5	7					*	*			*	*
	ALL	7					*	*			*	*

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 5 MATHEMATICS

10	68.2	79.2	81.7		80.0	100.0	76.6	92.2
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GRADE 5 READING

7	73.4	82.3	84.6		85.7	100.0	78.4	93.9
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GRADE 5 READING SPANISH

3	*	*	*		*	*	76.8	*
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GRADE 5 SCIENCE

10	82.2	82.2	83.0		90.0	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 READING SPANISH

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GRADE 5 SCIENCE

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