Campus Data Packet
for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 220 (zoned)

MARK TWAIN
(ZONED STUDENTS)

Statistics based only on students not in any choice programs

STUDENTS AND STAFF

ENGLISH PROFICIENCY

LOCAL ASSESSMENT

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 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 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."

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	14
2	17
3	10
4	16
5	11
ALL	79

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	49	62.0		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	0	0.0		
Hispanic	29	36.7		
White	1	1.3		
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	30	38.0
Economically disadvantaged	71	89.9
Limited English proficient (LEP)	24	30.4
Special education	12	15.2
Talented and Gifted (TAG)	7	8.9

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	14	8	57.1	0	0.0	0	0.0	6	42.9	0	0.0	0	0.0
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	17	14	82.4	0	0.0	0	0.0	3	17.6	0	0.0	0	0.0
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	10	7	70.0	0	0.0	0	0.0	3	30.0	0	0.0	0	0.0
4	2018	38	24	63.2	0	0.0	0	0.0	13	34.2	1	2.6	0	0.0
	2019	31	16	51.6	0	0.0	0	0.0	12	38.7	1	3.2	2	6.5
	2020	16	7	43.8	0	0.0	0	0.0	9	56.3	0	0.0	0	0.0
5	2018	41	31	75.6	0	0.0	0	0.0	10	24.4	0	0.0	0	0.0
	2019	31	16	51.6	0	0.0	0	0.0	13	41.9	1	3.2	1	3.2
	2020	11	6	54.5	0	0.0	0	0.0	5	45.5	0	0.0	0	0.0
KN-5	2018	277	176	63.5	0	0.0	0	0.0	95	34.3	4	1.4	2	0.7
	2019	231	123	53.2	0	0.0	0	0.0	93	40.3	5	2.2	9	3.9
	2020	79	49	62.0	0	0.0	0	0.0	29	36.7	1	1.3	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	
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	14	13	92.9	4	28.6	2	14.3	4	28.6	1	7.1	0	0.0	78.6	21.4	14.3
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	17	12	70.6	3	17.6	1	5.9	3	17.6	1	5.9	0	0.0	29.4	70.6	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	10	10	100.0	2	20.0	2	20.0	2	20.0	0	0.0	0	0.0	90.0	10.0	0.0
4	2018	38	38	100.0	12	31.6	6	15.8	28	73.7	4	10.5	5	13.2	55.3	44.7	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	16	15	93.8	9	56.3	1	6.3	15	93.8	4	25.0	0	0.0	50.0	50.0	0.0
5	2018	41	39	95.1	6	14.6	10	24.4	32	78.0	1	2.4	5	12.2	46.3	53.7	0.0
	2019	31	31	100.0	12	38.7	3	9.7	24	77.4	4	12.9	2	6.5	41.9	58.1	0.0
	2020	11	11	100.0	3	27.3	2	18.2	3	27.3	1	9.1	0	0.0	54.5	45.5	0.0
KN-5	2018	277	259	93.5	75	27.1	30	10.8	125	45.1	33	11.9	95	34.3	49.1	50.9	0.4
	2019	231	220	95.2	76	32.9	37	16.0	91	39.4	24	10.4	54	23.4	50.6	49.4	5.2
	2020	79	71	89.9	24	30.4	12	15.2	30	38.0	7	8.9	0	0.0	55.7	44.3	2.5

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	14	11,192	12	88.9	10,678	95.4	1	7.3	3.9	10	10,139	73.3	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	19	11,070	18	93.7	10,616	95.9	0	0.0	3.2	17	10,175	90.6	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	13	11,093	12	93.7	10,664	96.1	1	7.7	3.5	9	10,181	69.7	91.8
4	2018	38	12,675	36	94.7	12,235	96.5	12	31.2	14.1	34	11,637	88.5	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	19	11,323	18	95.8	10,902	96.3	0	0.0	3.4	16	10,479	84.8	92.5
5	2018	40	12,498	38	94.2	12,078	96.6	11	27.2	6.1	31	11,513	76.6	92.1
	2019	33	12,193	31	94.2	11,779	96.6	4	12.0	4.5	26	11,300	78.3	92.7
	2020	11	11,957	11	95.9	11,518	96.3	0	0.0	3.2	11	11,098	98.7	92.8
KN-5	2018	236	72,186	224	94.6	69,366	96.1	96	40.6	14.0	190	65,475	80.4	90.7
	2019	200	69,110	188	94.0	66,364	96.0	27	13.5	4.9	151	62,765	75.5	90.8
	2020	90	67,509	84	93.6	64,698	95.8	2	2.2	3.5	73	61,887	81.2	91.7

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
4 (9)	Beginning	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0
	Intermediate	5	55.6	6	66.7	0	0.0	7	77.8	1	50.0
	Advanced	2	22.2	3	33.3	1	50.0	0	0.0	1	50.0
	Advanced High	2	22.2	0	0.0	0	0.0	2	22.2	0	0.0
ALL (26)	Beginning	2	8.0	8	32.0	10	66.7	4	15.4	3	20.0
	Intermediate	11	44.0	9	36.0	3	20.0	14	53.8	10	66.7
	Advanced	6	24.0	6	24.0	1	6.7	3	11.5	1	6.7
	Advanced High	6	24.0	2	8.0	1	6.7	5	19.2	1	6.7

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed		2020 Level	2019 Level Beg	Int	Adv	Adv High
9		Beginning	0			
		Intermediate	0	1		
1 (11.1%)		Advanced	0	1	0	
		Advanced High	0	0	0	
20		Beginning	2			
		Intermediate	0	7		
1 (5.0%)		Advanced	0	1	0	
		Advanced High	0	0	0	

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

SEMESTER 1 TESTS (2019-20 only)

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

Elementary School Exams

GRADE 1 MATHEMATICS

| 13 | 62.6 | 71.3 | | | 38.5 | | 78.9 | |

GRADE 1 READING

| 8 | 66.3 | 79.8 | | | 87.5 | | 91.2 | |

GRADE 1 READING SPANISH

| 5 | * | * | | | * | | 89.5 | |

GRADE 2 MATHEMATICS

| 19 | 49.1 | 64.5 | 79.2 | | 36.8 | 89.5 | 76.5 | 92.3 |

GRADE 2 READING

| 15 | 51.3 | 67.6 | 80.3 | | 33.3 | 100.0 | 72.1 | 91.3 |

GRADE 2 READING SPANISH

| 4 | * | * | * | | * | * | 75.1 | * |

GRADE 3 MATHEMATICS

| 11 | 41.3 | 60.9 | 72.4 | | 27.3 | 54.5 | 70.6 | 90.8 |

GRADE 3 READING

| 9 | 40.6 | 64.3 | 75.8 | | 22.2 | 100.0 | 62.6 | 88.7 |

GRADE 3 READING SPANISH

| 2 | * | * | * | | * | * | 57.7 | * |

GRADE 4 LANGUAGE ARTS

| 19 | 44.0 | 60.0 | 79.7 | | 21.1 | 94.7 | 68.3 | 91.7 |

SEMESTER 2 TESTS (2019-20 only)

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

GRADE 1 MATHEMATICS

GRADE 1 READING

GRADE 1 READING SPANISH

GRADE 2 MATHEMATICS

GRADE 2 READING

GRADE 2 READING SPANISH

GRADE 3 MATHEMATICS

GRADE 3 READING

GRADE 3 READING SPANISH

GRADE 4 LANGUAGE ARTS

SEMESTER 1 TESTS (2019-20 only)

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

GRADE 4 MATHEMATICS

| 19 | 52.6 | 65.3 | 77.1 | | 42.1 | 84.2 | 71.7 | 90.4 |

GRADE 4 READING

| 10 | 40.0 | 67.3 | 80.6 | | 40.0 | 100.0 | 68.8 | 92.4 |

GRADE 4 READING SPANISH

| 9 | 50.6 | 67.0 | 82.0 | | 33.3 | 100.0 | 80.7 | 91.8 |

GRADE 5 MATHEMATICS

| 10 | 45.5 | 60.1 | 74.3 | | 30.0 | 80.0 | 78.3 | 91.9 |

GRADE 5 MATHEMATICS SPANISH

| 1 | * | * | * | | * | * | 56.2 | * |

GRADE 5 READING

| 8 | 33.0 | 66.5 | 75.4 | | 25.0 | 100.0 | 79.5 | 94.1 |

GRADE 5 READING SPANISH

| 3 | * | * | * | | * | * | 79.8 | * |

GRADE 5 SCIENCE

| 10 | 53.3 | 58.8 | 75.1 | | 30.0 | 80.0 | 76.5 | 95.9 |

GRADE 5 SCIENCE SPANISH

| 1 | * | * | * | | * | * | 73.2 | * |

SEMESTER 2 TESTS (2019-20 only)

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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