Notice regarding TELPAS: Counts were incorrectly reported in previous versions of 2017-18 data packets. Counts were doubled when reported, but percentages were not affected.

Data Packet

for 2017-18 Planning

School Number 263

J.P. STARKS ELEMENTARY SCHOOL

August 14, 2017

Statistics based on all students at campus, including those in vanguard or other choice program

2016-17 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.
- Teacher statistics include all teachers at the campus.

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 2016-17. They are counted as new if not enrolled in a district campus before the last day of the 2015-16 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 2015-16 and 2016-17.

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."

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.
- Teacher statistics include all teachers at the campus.

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.
- STAAR statistics for years prior to 2016-17 include results from all STAAR tests (STAAR, STAAR A, and STAAR L) for comparability to statistics beginning 2016-17, when STAAR A and STAAR L were discontinued.
- Performance standard labels have changed. "Approached Grade Level" is comparable to Level 2: Satisfactory (2015-16 standard). "Met Grade Level" is equivalent to Level 2: Satisfactory (final standard). "Mastered Grade Level" is equivalent to Level 3: Advanced. Statistics for a performance level (such as "Percentage Approached Grade Level") include all scores at or above that level.
- 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

- Students are counted as having tested 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 composite rating did not increase at least one level from 2016 to 2017, the TEA did not report the 2016 composite rating.
- If a student is rated as advanced high in 2017, the TEA does not differentiate between the advanced and advanced high levels from 2016.

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
PK	18
KN	39
1	41
2	47
3	51
4	72
5	70
ALL	338

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	232	68.6	18	75.0
American Indian/Alaska Native	1	0.3	*	*
Asian/Hawaiian/Pacific Islander	1	0.3	*	*
Hispanic	95	28.1	2	8.3
White	6	1.8	4	16.7
Multiple	3	0.9	0	0.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indican/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	116	34.3
Economically disadvantaged	332	98.2
Limited English proficient (LEP)	63	18.6
Special education	14	4.1
Talented and Gifted (TAG)	75	22.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2015	18	13	72.2	0	0.0	0	0.0	5	27.8	0	0.0	0	0.0
	2016	17	11	64.7	0	0.0	0	0.0	6	35.3	0	0.0	0	0.0
	2017	18	14	77.8	0	0.0	0	0.0	4	22.2	0	0.0	0	0.0
KN	2015	29	22	75.9	0	0.0	0	0.0	6	20.7	0	0.0	1	3.4
	2016	38	31	81.6	0	0.0	0	0.0	6	15.8	1	2.6	0	0.0
	2017	39	30	76.9	0	0.0	0	0.0	9	23.1	0	0.0	0	0.0
1	2015	31	24	77.4	0	0.0	0	0.0	7	22.6	0	0.0	0	0.0
	2016	41	34	82.9	0	0.0	0	0.0	6	14.6	0	0.0	1	2.4
	2017	41	27	65.9	0	0.0	0	0.0	11	26.8	2	4.9	1	2.4
2	2015	30	19	63.3	0	0.0	0	0.0	11	36.7	0	0.0	0	0.0
	2016	40	30	75.0	0	0.0	0	0.0	9	22.5	0	0.0	1	2.5
	2017	47	37	78.7	0	0.0	0	0.0	10	21.3	0	0.0	0	0.0
3	2015	40	27	67.5	0	0.0	0	0.0	13	32.5	0	0.0	0	0.0
	2016	39	28	71.8	0	0.0	0	0.0	11	28.2	0	0.0	0	0.0
	2017	51	38	74.5	0	0.0	0	0.0	10	19.6	2	3.9	1	2.0
4	2015	55	27	49.1	0	0.0	2	3.6	25	45.5	1	1.8	0	0.0
	2016	68	41	60.3	0	0.0	1	1.5	24	35.3	1	1.5	1	1.5
	2017	72	46	63.9	1	1.4	0	0.0	25	34.7	0	0.0	0	0.0
5	2015	55	26	47.3	0	0.0	0	0.0	28	50.9	1	1.8	0	0.0
	2016	61	31	50.8	0	0.0	1	1.6	26	42.6	2	3.3	1	1.6
	2017	70	40	57.1	0	0.0	1	1.4	26	37.1	2	2.9	1	1.4
PK-5	2015	258	158	61.2	0	0.0	2	0.8	95	36.8	2	0.8	1	0.4
	2016	304	206	67.8	0	0.0	2	0.7	88	28.9	4	1.3	4	1.3
	2017	338	232	68.6	1	0.3	1	0.3	95	28.1	6	1.8	3	0.9

Grade	Year	Enrollment	Economically Disadvantaged N	%	LEP N	%	Special Education N	%	At Risk N	%	TAG N	%	New (to District) N	%	Gender % Male	% Female	Retention Rate (%)
PK	2015	18	18	100.0	4	22.2	0	0.0	4	22.2	0	0.0	17	94.4	50.0	50.0	0.0
	2016	17	17	100.0	4	23.5	0	0.0	5	29.4	0	0.0	17	100.0	52.9	47.1	5.9
	2017	18	18	100.0	1	5.6	0	0.0	1	5.6	0	0.0	18	100.0	44.4	55.6	0.0
KN	2015	29	28	96.6	3	10.3	1	3.4	4	13.8	5	17.2	10	34.5	41.4	58.6	3.4
	2016	38	37	97.4	6	15.8	0	0.0	8	21.1	2	5.3	15	39.5	55.3	44.7	2.6
	2017	39	39	100.0	4	10.3	0	0.0	7	17.9	2	5.1	17	43.6	56.4	43.6	0.0
1	2015	31	31	100.0	5	16.1	0	0.0	9	29.0	1	3.2	4	12.9	51.6	48.4	12.9
	2016	41	41	100.0	5	12.2	0	0.0	8	19.5	8	19.5	4	9.8	39.0	61.0	4.9
	2017	41	40	97.6	9	22.0	3	7.3	10	24.4	5	12.2	4	9.8	46.3	53.7	7.3
2	2015	30	30	100.0	4	13.3	1	3.3	21	70.0	3	10.0	0	0.0	50.0	50.0	13.3
	2016	40	40	100.0	6	15.0	2	5.0	11	27.5	2	5.0	8	20.0	47.5	52.5	2.5
	2017	47	45	95.7	7	14.9	1	2.1	10	21.3	11	23.4	5	10.6	48.9	51.1	6.4
3	2015	40	40	100.0	8	20.0	3	7.5	30	75.0	9	22.5	2	5.0	55.0	45.0	5.0
	2016	39	39	100.0	5	12.8	5	12.8	21	53.8	4	10.3	6	15.4	59.0	41.0	2.6
	2017	51	51	100.0	7	13.7	3	5.9	13	25.5	3	5.9	10	19.6	49.0	51.0	2.0
4	2015	55	52	94.5	17	30.9	1	1.8	35	63.6	15	27.3	3	5.5	58.2	41.8	3.6
	2016	68	67	98.5	16	23.5	5	7.4	40	58.8	24	35.3	8	11.8	61.8	38.2	0.0
	2017	72	70	97.2	14	19.4	4	5.6	35	48.6	20	27.8	7	9.7	51.4	48.6	4.2
5	2015	55	54	98.2	18	32.7	0	0.0	33	60.0	25	45.5	4	7.3	40.0	60.0	1.8
	2016	61	57	93.4	17	27.9	1	1.6	37	60.7	22	36.1	2	3.3	45.9	54.1	0.0
	2017	70	69	98.6	21	30.0	3	4.3	40	57.1	34	48.6	7	10.0	65.7	34.3	0.0
PK-5	2015	258	253	98.1	59	22.9	6	2.3	136	52.7	58	22.5	40	15.5	49.6	50.4	5.4
	2016	304	298	98.0	59	19.4	13	4.3	130	42.8	62	20.4	60	19.7	52.0	48.0	2.0
	2017	338	332	98.2	63	18.6	14	4.1	116	34.3	75	22.2	68	20.1	53.3	46.7	3.0

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	2015	33	13,283	31	93.2	12,675	95.4	9	27.1	19.2	25	11,627	75.3	87.5
	2016	42	12,185	39	94.0	11,638	95.5	20	48.0	19.3	31	10,883	74.3	89.3
	2017	43	11,388	40	93.7	10,888	95.6	14	32.7	19.6	34	10,240	79.4	89.9
1	2015	33	13,984	31	93.9	13,437	96.1	12	36.2	18.1	24	12,405	72.4	88.7
	2016	41	13,397	39	95.4	12,877	96.1	21	51.2	18.1	34	12,066	82.8	90.1
	2017	42	12,278	40	93.9	11,800	96.1	11	25.9	18.4	35	11,169	82.4	91.0
2	2015	35	13,916	33	95.3	13,422	96.4	8	23.1	16.6	28	12,453	81.0	89.5
	2016	41	13,532	39	94.9	13,066	96.6	18	43.5	16.6	30	12,286	72.5	90.8
	2017	47	12,938	45	95.2	12,476	96.4	10	21.2	16.9	41	11,850	87.0	91.6
3	2015	43	13,237	41	95.1	12,793	96.6	18	42.2	16.2	30	11,910	70.4	90.0
	2016	42	13,328	40	95.4	12,911	96.9	14	33.7	15.3	36	12,216	86.7	91.7
	2017	48	13,158	46	95.6	12,734	96.8	23	48.0	15.9	39	12,162	81.3	92.4
4	2015	62	12,745	59	96.2	12,343	96.9	10	16.3	16.2	50	11,520	81.3	90.4
	2016	70	12,688	67	96.3	12,300	96.9	31	44.5	15.8	57	11,676	81.8	92.0
	2017	71	12,873	68	95.9	12,467	96.8	19	26.7	15.4	61	11,953	85.7	92.9
5	2015	54	12,122	53	97.2	11,747	96.9	6	11.1	6.6	47	11,052	86.7	91.2
	2016	65	12,178	63	97.0	11,815	97.0	13	20.1	5.7	59	11,217	91.2	92.1
	2017	70	12,220	68	96.5	11,838	96.9	6	8.5	6.1	65	11,367	92.4	93.0
KN-5	2015	259	79,286	247	95.4	76,417	96.4	63	24.3	15.6	204	70,967	78.7	89.5
	2016	300	77,308	287	95.7	74,608	96.5	117	39.0	15.2	247	70,344	82.3	91.0
	2017	322	74,855	307	95.3	72,203	96.5	83	25.8	15.3	275	68,741	85.4	91.8

Teachers: 24

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	18	75.0
Hispanic	2	8.3
White	4	16.7
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	20	83.3
Male	4	16.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2014-15	4.9	
2015-16	5.1	69.6
2016-17	5.9	90.9

NOTE: Statistics include all teachers at the campus.

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	8.3
1	1	4.2
2	3	12.5
3	2	8.3
4	0	0.0
5	1	4.2
1-3	6	25.0
More than 3	16	66.7
1 - 5	7	29.2
6 - 10	2	8.3
11 - 20	9	37.5
More than 20	4	16.7

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)
3	**2015**		63.0	38.5	52.8	*	37.5	48.4		50.0	61.1	55.0	59.1	40
	2016		46.4	63.6	50.0	*	*	45.5		43.5	62.5	51.3	58.1	39
	2017	*	54.1	70.0	54.2	*	57.1	50.0		58.3	53.8	56.0	59.5	50
4	**2015**	*	69.2	88.0	78.3	*	88.2	73.5		77.4	82.6	79.6	55.9	54
	2016	*	61.5	68.0	65.6	*	75.0	50.0		65.9	65.4	65.7	62.6	67
	2017		65.2	96.0	74.2	*	92.3	58.3		83.8	68.6	76.4	56.4	72
5	**2015**		81.5	100.0	93.6		100.0	85.7		91.3	90.6	90.9	74.6	55
	2016	*	84.4	96.2	89.3	*	94.1	84.2		93.1	87.9	90.3	70.6	62
	2017	*	72.1	88.5	78.9	*	85.7	70.7		76.6	84.6	79.5	71.7	73
3-5	**2015**	*	71.3	83.3	76.7	*	83.7	70.0		73.7	80.8	77.2	63.5	149
	2016	*	64.6	79.0	70.5	60.0	81.6	61.8		68.8	74.7	71.4	63.9	168
	2017	*	64.3	88.5	70.8	44.4	82.9	62.6		75.0	69.0	72.3	62.7	195

	NUMBER TESTED IN GRADES 3-5												
2015	1	80	66	129	4	43	100		76	73	149	22,443
2016	3	99	62	156	10	38	102		93	75	168	22,529
2017	4	126	61	185	9	41	91		108	87	195	23,084

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)
3	**2015**		10	8	17	*	5	16		11	7	18	2,981	40
	2016		15	4	18	*	*	12		13	6	19	3,114	39
	2017	*	17	3	22	*	3	7		10	12	22	3,014	50
4	**2015**	*	8	3	10	*	2	9		7	4	11	3,197	54
	2016	*	15	8	22	*	4	21		14	9	23	2,728	67
	2017		16	1	17	*	1	15		6	11	17	3,323	72
5	**2015**		5	0	3		0	5		2	3	5	2,004	55
	2016	*	5	1	6	*	1	6		2	4	6	2,294	62
	2017	*	12	3	15	*	3	12		11	4	15	2,269	73
3-5	**2015**	*	23	11	30	*	7	30		20	14	34	8,182	149
	2016	*	35	13	46	4	7	39		29	19	48	8,136	168
	2017	*	45	7	54	5	7	34		27	27	54	8,606	195

	NUMBER TESTED IN GRADES 3-5												
2015	1	80	66	129	4	43	100		76	73	149	22,443
2016	3	99	62	156	10	38	102		93	75	168	22,529
2017	4	126	61	185	9	41	91		108	87	195	23,084

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)
3	**2015**		29.6	30.8	30.6	*	25.0	19.4		36.4	22.2	30.0	26.4	40
	2016		25.0	36.4	27.8	*	*	18.2		30.4	25.0	28.2	29.2	39
	2017	*	27.0	30.0	29.2	*	28.6	21.4		33.3	23.1	28.0	32.9	50
4	**2015**	*	42.3	72.0	58.7	*	76.5	52.9		58.1	60.9	59.3	27.3	54
	2016	*	38.5	44.0	42.2	*	43.8	23.8		43.9	42.3	43.3	28.6	67
	2017		39.1	80.0	53.0	*	92.3	38.9		62.2	45.7	54.2	32.4	72
5	**2015**		33.3	67.9	53.2		72.2	40.0		56.5	46.9	50.9	29.2	55
	2016	*	53.1	76.9	62.5	*	64.7	47.4		62.1	69.7	66.1	36.3	62
	2017	*	34.9	73.1	50.7	*	71.4	43.9		46.8	57.7	50.7	38.2	73
3-5	**2015**	*	35.0	62.1	48.8	*	65.1	38.0		51.3	45.2	48.3	27.7	149
	2016	*	39.4	56.5	46.2	20.0	55.3	31.4		46.2	50.7	48.2	31.4	168
	2017	*	34.1	68.9	45.9	11.1	70.7	38.5		49.1	42.5	46.2	34.6	195

	NUMBER TESTED IN GRADES 3-5												
2015	1	80	66	129	4	43	100		76	73	149	22,443
2016	3	99	62	156	10	38	102		93	75	168	22,529
2017	4	126	61	185	9	41	91		108	87	195	23,084

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)
3	2015		22.2	15.4	19.4	*	12.5	6.5		22.7	16.7	20.0	13.1	40
	2016		7.1	9.1	5.6	*	*	4.5		4.3	12.5	7.7	15.2	39
	2017	*	8.1	20.0	12.5	*	28.6	14.3		8.3	15.4	12.0	20.0	50
4	2015	*	15.4	40.0	28.3	*	35.3	20.6		22.6	39.1	29.6	12.2	54
	2016	*	20.5	36.0	28.1	*	31.3	14.3		29.3	26.9	28.4	13.4	67
	2017		17.4	48.0	27.3	*	53.8	19.4		32.4	25.7	29.2	16.9	72
5	2015		22.2	50.0	40.4		55.6	28.6		39.1	34.4	36.4	14.2	55
	2016	*	28.1	38.5	33.9	*	29.4	21.1		41.4	33.3	37.1	16.6	62
	2017	*	23.3	61.5	38.0	*	52.4	29.3		38.3	38.5	38.4	19.4	73
3-5	2015	*	20.0	39.4	30.2	*	39.5	19.0		27.6	31.5	29.5	13.2	149
	2016	*	19.2	32.3	25.0	10.0	28.9	14.7		26.9	26.7	26.8	15.1	168
	2017	*	16.7	49.2	27.6	0.0	48.8	23.1		29.6	26.4	28.2	18.8	195

	NUMBER TESTED IN GRADE 3-5												
2015	1	80	66	129	4	43	100		76	73	149	22,443
2016	3	99	62	156	10	38	102		93	75	168	22,529
2017	4	126	61	185	9	41	91		108	87	195	23,084

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
3	2015	58.8	54.2	52.8
	2016	58.5	58.4	51.3
	2017	59.2	54.5	57.0
4	2015	65.9	75.5	71.5
	2016	70.3	61.3	65.1
	2017	69.4	69.1	70.3
5	2015	77.1	76.7	75.9
	2016	79.7	74.5	80.5
	2017	73.6	72.7	73.7
3-5	2015	68.1	70.2	68.1
	2016	71.0	65.5	67.6
	2017	68.4	66.7	68.2

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	2015	*	73.1	88.0	82.6	*	88.2	73.5		77.4	87.0	81.5	57.9	54
	2016	*	66.7	60.7	65.7	*	62.5	48.9		62.8	70.4	65.7	57.3	70
	2017		67.4	92.0	77.3	*	92.3	58.3		75.7	77.1	76.4	54.4	72

	NUMBER TESTED IN GRADE 4												
2015	1	26	25	46	1	17	34		31	23	54	7,215
2016	1	39	28	67	4	16	45		43	27	70	7,239
2017		46	25	66	4	13	36		37	35	72	7,530

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	2015	*	7	3	8	*	2	9		7	3	10	3,041	54
	2016	*	13	11	23	*	6	23		16	8	24	3,090	70
	2017		15	2	15	*	1	15		9	8	17	3,435	72

	NUMBER TESTED IN GRADE 4												
2015	1	26	25	46	1	17	34		31	23	54	7,215
2016	1	39	28	67	4	16	45		43	27	70	7,239
2017		46	25	66	4	13	36		37	35	72	7,530

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	2015	*	34.6	44.0	43.5	*	41.2	29.4		29.0	56.5	40.7	19.5	54
	2016	*	46.2	46.4	47.8	*	50.0	35.6		46.5	51.9	48.6	28.7	70
	2017		50.0	68.0	57.6	*	76.9	33.3		59.5	54.3	56.9	26.0	72

	NUMBER TESTED IN GRADE 4												
2015	1	26	25	46	1	17	34		31	23	54	7,215
2016	1	39	28	67	4	16	45		43	27	70	7,239
2017		46	25	66	4	13	36		37	35	72	7,530

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	**2015**	*	15.4	8.0	10.9	*	11.8	8.8		6.5	21.7	13.0	4.1	54
	2016	*	25.6	35.7	29.9	*	31.3	17.8		30.2	29.6	30.0	10.9	70
	2017		19.6	24.0	22.7	*	23.1	8.3		21.6	22.9	22.2	7.4	72

	NUMBER TESTED IN GRADE 4												
2015	1	26	25	46	1	17	34		31	23	54	7,215
2016	1	39	28	67	4	16	45		43	27	70	7,239
2017		46	25	66	4	13	36		37	35	72	7,530

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Composition[1] GR 4: Personal Narrative GR 7: Expository	1. Composition[1] GR 4: Expository GR 7: Personal Narrative	2. Revision	3. Editing
4	**2015**	5.0	4.6	72.2	64.6
	2016	—	4.4	60.0	68.1
	2017	—	4.7	68.8	71.9

[1]Average score points (range 0-8). A 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

NOTE: Beginning in 2016, only one composition was required.

J.P. STARKS ELEMENTARY SCHOOL (263)   **19**

August 14, 2017 Dallas ISD Evaluation & Assessment (Office of Institutional Research) rpt_STAAR38_E_write_obj 2017-18 Data Packet

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)
3	2015		33.3	38.5	36.1	*	37.5	29.0		40.9	27.8	35.0	63.8	40
	2016		53.6	63.6	52.8	*	*	40.9		43.5	75.0	56.4	65.3	39
	2017	*	73.0	80.0	70.8	*	85.7	50.0		62.5	80.8	72.0	70.0	50
4	2015	*	48.1	88.0	66.0	*	94.1	60.0		71.9	65.2	69.1	60.4	55
	2016	*	66.7	72.0	70.3	*	81.3	54.8		68.3	73.1	70.1	63.5	67
	2017		60.9	92.0	72.7	*	92.3	55.6		78.4	65.7	72.2	68.1	72
5	2015		55.6	100.0	83.0		100.0	70.6		78.3	78.1	78.2	66.4	55
	2016	*	87.5	96.2	91.1	*	94.1	86.8		93.1	90.9	91.9	79.6	62
	2017	*	78.6	96.2	85.7	*	95.2	80.0		87.0	84.6	86.1	80.6	72
3-5	2015	*	45.7	83.3	63.8	*	86.0	54.0		64.9	61.6	63.3	63.5	150
	2016	*	69.7	80.6	73.7	40.0	81.6	63.7		69.9	81.3	75.0	69.3	168
	2017	*	70.4	91.8	77.2	33.3	92.7	65.6		78.5	75.9	77.3	72.7	194

	NUMBER TESTED IN GRADES 3-5												
2015	1	81	66	130	4	43	102		77	73	150	36,965
2016	3	99	62	156	10	38	102		93	75	168	36,959
2017	4	125	61	184	9	41	90		107	87	194	37,278

J.P. STARKS ELEMENTARY SCHOOL (263)   **20**

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)
3	**2015**		18	8	23	*	5	22		13	13	26	4,652	40
	2016		13	4	17	*	*	13		13	4	17	4,478	39
	2017	*	10	2	14	*	1	7		9	5	14	3,851	50
4	**2015**	*	14	3	16	*	1	14		9	8	17	4,897	55
	2016	*	13	7	19	*	3	19		13	7	20	4,463	67
	2017		18	2	18	*	1	16		8	12	20	4,016	72
5	**2015**		12	0	8		0	10		5	7	12	3,958	55
	2016	*	4	1	5	*	1	5		2	3	5	2,412	62
	2017	*	9	1	10	*	1	8		6	4	10	2,308	72
3-5	**2015**	*	44	11	47	*	6	46		27	28	55	13,507	150
	2016	*	30	12	41	6	7	37		28	14	42	11,353	168
	2017	*	37	5	42	6	3	31		23	21	44	10,175	194

	NUMBER TESTED IN GRADES 3-5												
2015	1	81	66	130	4	43	102		77	73	150	36,965
2016	3	99	62	156	10	38	102		93	75	168	36,959
2017	4	125	61	184	9	41	90		107	87	194	37,278

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)
3	**2015**		18.5	23.1	22.2	*	25.0	9.7		22.7	16.7	20.0	28.2	40
	2016		21.4	18.2	19.4	*	*	9.1		17.4	25.0	20.5	32.6	39
	2017	*	27.0	40.0	29.2	*	42.9	28.6		25.0	34.6	30.0	39.9	50
4	**2015**	*	18.5	56.0	40.4	*	58.8	34.3		40.6	39.1	40.0	22.4	55
	2016	*	33.3	64.0	48.4	*	68.8	35.7		56.1	34.6	47.8	28.9	67
	2017		39.1	88.0	57.6	*	92.3	38.9		70.3	42.9	56.9	39.4	72
5	**2015**		29.6	85.7	61.7		88.9	52.9		69.6	50.0	58.2	30.5	55
	2016	*	31.3	84.6	58.9	*	82.4	42.1		65.5	51.5	58.1	35.3	62
	2017	*	40.5	80.8	57.1	*	76.2	50.0		58.7	57.7	58.3	42.4	72
3-5	**2015**	*	22.2	62.1	43.1	*	65.1	33.0		44.2	38.4	41.3	27.0	150
	2016	*	29.3	64.5	45.5	10.0	71.1	32.4		49.5	40.0	45.2	32.3	168
	2017	*	36.0	77.0	50.0	0.0	75.6	42.2		55.1	44.8	50.5	40.5	194

	NUMBER TESTED IN GRADES 3-5												
2015	1	81	66	130	4	43	100		77	73	150	36,965
2016	3	99	62	156	10	38	102		93	75	168	36,959
2017	4	125	61	184	9	41	90		107	87	194	37,278

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)
3	2015		7.4	7.7	8.3	*	0.0	0.0		4.5	11.1	7.5	9.0	40
	2016		17.9	0.0	11.1	*	*	0.0		13.0	12.5	12.8	12.5	39
	2017	*	10.8	20.0	12.5	*	14.3	14.3		12.5	15.4	14.0	19.9	50
4	2015	*	7.4	36.0	25.5	*	41.2	20.0		21.9	26.1	23.6	10.1	55
	2016	*	20.5	52.0	35.9	*	56.3	26.2		39.0	30.8	35.8	14.6	67
	2017		30.4	64.0	42.4	*	76.9	27.8		51.4	34.3	43.1	22.1	72
5	2015		14.8	53.6	36.2		55.6	32.4		39.1	31.3	34.5	11.8	55
	2016	*	15.6	42.3	30.4	*	41.2	21.1		37.9	27.3	32.3	13.9	62
	2017	*	21.4	73.1	42.9	*	66.7	40.0		43.5	42.3	43.1	19.3	72
3-5	2015	*	9.9	37.9	24.6	*	39.5	18.0		22.1	24.7	23.3	10.3	150
	2016	*	18.2	38.7	28.2	10.0	42.1	18.6		32.3	25.3	29.2	13.6	168
	2017	*	21.6	60.7	34.8	0.0	61.0	31.1		39.3	31.0	35.6	20.4	194

	NUMBER TESTED IN GRADE 3-5												
2015	1	81	66	130	4	43	100		77	73	150	36,965
2016	3	99	62	156	10	38	102		93	75	168	36,959
2017	4	125	61	184	9	41	90		107	87	194	37,278

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
3	2015	51.3	46.4	42.0	53.3
	2016	61.8	53.8	57.9	54.3
	2017	64.0	60.3	57.4	61.0
4	2015	73.2	64.5	53.9	52.0
	2016	75.0	66.1	58.2	63.3
	2017	75.2	64.1	62.9	74.3
5	2015	73.6	70.2	66.4	65.8
	2016	76.4	71.5	74.5	74.2
	2017	73.4	71.9	75.5	71.9
3-5	2015	67.5	61.8	55.3	57.4
	2016	72.4	65.3	64.1	65.2
	2017	71.6	66.0	66.2	70.0

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	**2015**		63.0	100.0	83.3		100.0	72.2		82.6	81.3	81.8	57.1	55
	2016	*	84.4	92.3	87.5	*	88.2	81.6		96.6	81.8	88.7	66.1	62
	2017	*	70.0	88.5	77.9	*	85.7	69.2		80.4	75.0	78.6	65.9	70

	NUMBER TESTED IN GRADE 5												
2015		27	28	48		18	36		23	32	55	9,453
2016	2	32	26	56	1	17	38		29	33	62	9,626
2017	2	40	26	68	3	21	39		46	24	70	9,759

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	**2015**		10	0	8		0	10		4	6	10	4059	55
	2016	*	5	2	7	*	2	7		1	6	7	3263	62
	2017	*	12	3	15	*	3	12		9	6	15	3328	70

	NUMBER TESTED IN GRADE 5												
2015		27	28	48		18	36		23	32	55	9,453
2016	2	32	26	56	1	17	38		29	33	62	9,626
2017	2	40	26	68	3	21	39		46	24	70	9,759

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	**2015**		18.5	67.9	47.9		61.1	36.1		47.8	40.6	43.6	21.8	55
	2016	*	28.1	61.5	42.9	*	64.7	31.6		55.2	36.4	45.2	26.7	62
	2017	*	40.0	65.4	51.5	*	57.1	38.5		60.9	33.3	51.4	33.0	70

	NUMBER TESTED IN GRADE 5												
2015		27	28	48		18	36		23	32	55	9,453
2016	2	32	26	56	1	17	38		29	33	62	9,626
2017	2	40	26	68	3	21	39		46	24	70	9,759

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	**2015**		7.4	32.1	22.9		27.8	13.9		30.4	12.5	20.0	6.3	55
	2016	*	0.0	19.2	10.7	*	17.6	7.9		17.2	6.1	11.3	6.7	62
	2017	*	17.5	46.2	30.9	*	33.3	20.5		34.8	25.0	31.4	12.8	70

	NUMBER TESTED IN GRADE 5												
2015		27	28	48		18	36		23	32	55	9,453
2016	2	32	26	56	1	17	38		29	33	62	9,626
2017	2	40	26	68	3	21	39		46	24	70	9,759

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	**2015**	76.4	70.0	72.0	75.5
	2016	78.0	73.1	73.1	77.0
	2017	74.0	68.6	76.4	75.4

PERFORMANCE IN 2017

Grade 2016-17 (N Rated)	Domain: 2017 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
1 (9)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	5	55.6	2	22.2	5	55.6	4	44.4	3	33.3
	Advanced	2	22.2	5	55.6	3	33.3	4	44.4	5	55.6
	Advanced High	2	22.2	2	22.2	1	11.1	1	11.1	1	11.1
2 (7)	Beginning	0	0.0	0	0.0	0	0.0	1	14.3	0	0.0
	Intermediate	0	0.0	1	14.3	5	71.4	2	28.6	3	42.9
	Advanced	4	57.1	3	42.9	1	14.3	1	14.3	2	28.6
	Advanced High	3	42.9	3	42.9	1	14.3	3	42.9	2	28.6
3 (7)	Beginning	1	14.3	1	14.3	1	14.3	1	14.3	1	14.3
	Intermediate	0	0.0	0	0.0	0	0.0	3	42.9	0	0.0
	Advanced	4	57.1	4	57.1	6	85.7	1	14.3	4	57.1
	Advanced High	2	28.6	2	28.6	0	0.0	2	28.6	2	28.6
4 (13)	Beginning	0	0.0	0	0.0	0	0.0	1	7.7	0	0.0
	Intermediate	0	0.0	1	7.7	1	7.7	0	0.0	1	7.7
	Advanced	3	23.1	2	15.4	3	23.1	5	38.5	2	15.4
	Advanced High	10	76.9	10	76.9	9	69.2	7	53.8	10	76.9
5 (21)	Beginning	0	0.0	1	4.8	1	4.8	1	4.8	1	4.8
	Intermediate	1	4.8	2	9.5	1	4.8	0	0.0	0	0.0
	Advanced	8	38.1	4	19.0	3	14.3	4	19.0	4	19.0
	Advanced High	12	57.1	14	66.7	16	76.2	16	76.2	16	76.2

PROGRESSION FROM 2016 TO 2017

Number Rated Both Years N (% Progressed)	2017 Level	2016 Level Beg	Int	Adv	Adv High
8 — 5 (62.5%)	Beginning		0		
	Intermediate	0		2	
	Advanced	1	3		1
	Advanced High	0	0		1
7 — 3 (42.9%)	Beginning		0		
	Intermediate	1		2	
	Advanced	0	0	2	
	Advanced High	0	0	2	
7 — 5 (71.4%)	Beginning		1		
	Intermediate	0		0	
	Advanced	0	3		1
	Advanced High	0	0		2
13 — 11 (84.6%)	Beginning		0		
	Intermediate	1		0	
	Advanced	0	0	2	
	Advanced High	0	0		10
21 — 17 (81.0%)	Beginning		1		
	Intermediate	0		0	
	Advanced	0	1		3
	Advanced High	0	0		16

PERFORMANCE IN 2017

Grade 2016-17 (N Rated)	*Domain:* 2017 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
ALL (61)	**Beginning**	1	*1.6*	2	*3.3*	4	*6.6*	6	*9.8*	4	*6.6*
	Intermediate	8	*13.1*	8	*13.1*	13	*21.3*	10	*16.4*	8	*13.1*
	Advanced	22	*36.1*	19	*31.1*	16	*26.2*	15	*24.6*	17	*27.9*
	Advanced High	30	*49.2*	32	*52.5*	28	*45.9*	30	*49.2*	32	*52.5*

PROGRESSION FROM 2016 TO 2017

Number Rated Both Years N (%) Progressed	2017 Level	2016 Level Beg	Int	Adv	Adv High
56 41 (73.2%)	**Beginning**		2		
	Intermediate	2		4	
	Advanced	1	7		9
	Advanced High	0	0		31

Indicates students who progressed at least one level from 2016 to 2017.

SEMESTER 1 TESTS

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

Elementary School Exams

KINDERGARTEN MATHEMATICS

| 44 | 82.7 | 84.8 | | | 88.6 | | 85.6 | |

KINDERGARTEN READING

| 46 | 83.0 | 88.6 | | | 91.3 | | 92.8 | |

GRADE 1 MATHEMATICS

| 44 | 83.3 | 85.3 | | | 77.3 | | 82.8 | |

GRADE 1 READING

| 44 | 76.1 | 82.1 | | | 88.6 | | 90.4 | |

GRADE 2 MATHEMATICS

| 47 | 73.8 | 82.5 | 86.8 | | 89.4 | 97.9 | 80.7 | 91.6 |

GRADE 2 READING

| 46 | 77.7 | 85.1 | 87.4 | | 87.0 | 93.5 | 77.0 | 89.0 |

GRADE 3 MATHEMATICS

| 46 | 54.5 | 69.7 | 77.3 | | 43.5 | 91.3 | 60.9 | 88.5 |

GRADE 3 READING

| 47 | 50.1 | 66.7 | 78.1 | | 40.4 | 87.2 | 56.4 | 85.8 |

GRADE 4 LANGUAGE ARTS

| 73 | 72.8 | 77.4 | 83.6 | | 76.7 | 94.5 | 58.3 | 90.0 |

GRADE 4 MATHEMATICS

| 72 | 64.0 | 78.4 | 82.4 | | 66.7 | 95.8 | 64.7 | 90.3 |

SEMESTER 2 TESTS

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

KINDERGARTEN MATHEMATICS

| | | | | | | | | |

KINDERGARTEN READING

| | | | | | | | | |

GRADE 1 MATHEMATICS

| | | | | | | | | |

GRADE 1 READING

| | | | | | | | | |

GRADE 2 MATHEMATICS

| | | | | | | | | |

GRADE 2 READING

| | | | | | | | | |

GRADE 3 MATHEMATICS

| | | | | | | | | |

GRADE 3 READING

| | | | | | | | | |

GRADE 4 LANGUAGE ARTS

| | | | | | | | | |

GRADE 4 MATHEMATICS

| | | | | | | | | |

J.P. STARKS ELEMENTARY SCHOOL (263)   **32**

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 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
72	71.8	81.2	82.9		80.6	97.2	68.1	90.5

GRADE 5 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
69	64.1	76.1	82.7		65.2	89.9	63.5	90.2

GRADE 5 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
69	73.6	80.2	81.8		75.4	97.1	70.8	90.8

GRADE 5 SCIENCE

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
69	81.2	81.2	87.0		79.7	98.6	67.9	93.3

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 READING

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

GRADE 5 MATHEMATICS

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

GRADE 5 READING

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

GRADE 5 SCIENCE

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