IGNITE MIDDLE SCHOOL

SCHOOL NUMBER 362

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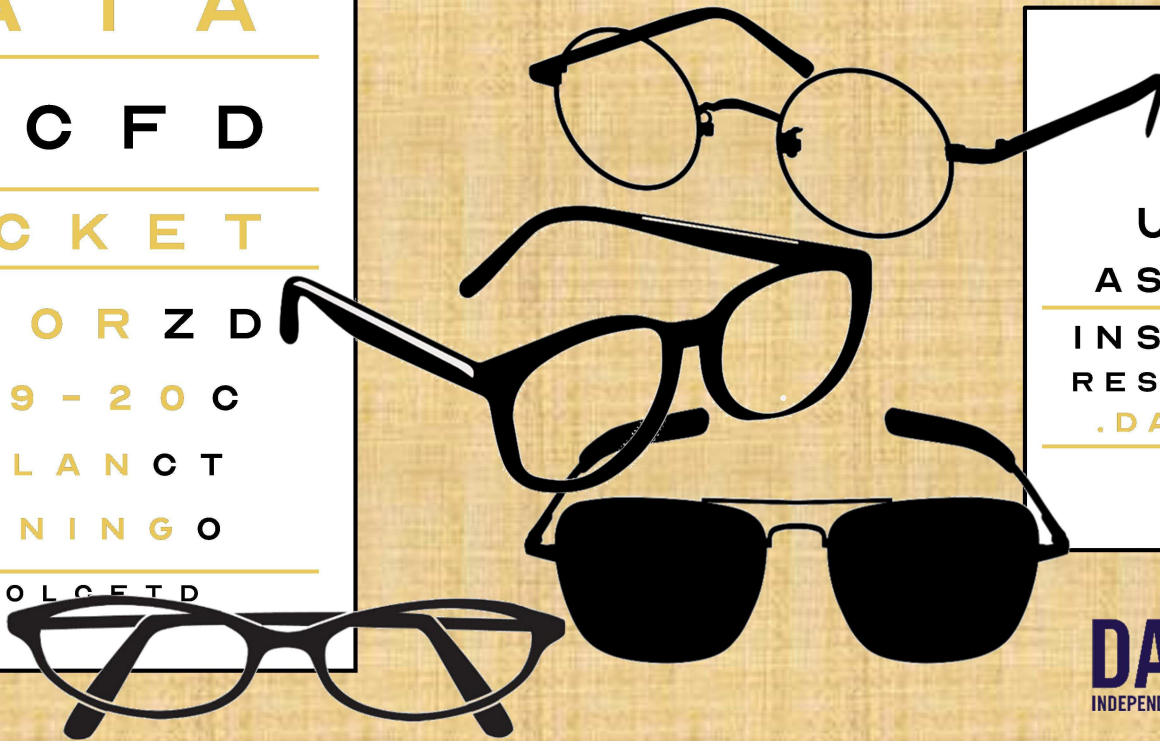
JULY 24, 2019

DALLAS
INDEPENDENT SCHOOL DISTRICT

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 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 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."

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.

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
6	180
ALL	180

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	**Percent**	**Number**	**Percent**
Black/African American	44	24.4	6	42.9
American Indian/Alaska Native	1	0.6	*	*
Asian/Hawaiian/Pacific Islander	4	2.2	*	*
Hispanic	114	63.3	2	14.3
White	17	9.4	6	42.9
Multiple	0	0.0	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	100	55.6
Economically disadvantaged	130	72.2
Limited English proficient (LEP)	61	33.9
Special education	23	12.8
Talented and Gifted (TAG)	38	21.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2017													
	2018													
	2019	180	44	24.4	1	0.6	4	2.2	114	63.3	17	9.4	0	0.0
6-8	2017													
	2018													
	2019	180	44	24.4	1	0.6	4	2.2	114	63.3	17	9.4	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	
6	2017																	
	2018																	
	2019	180	130	72.2	61	33.9	23	12.8	100	55.6	38	21.1	10	5.6	61.1	38.9	0.0
6-8	2017																	
	2018																	
	2019	180	130	72.2	61	33.9	23	12.8	100	55.6	38	21.1	10	5.6	61.1	38.9	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
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	184	11,096	182	98.7	10,607	95.6	7	3.8	7.0	178	9,954	96.7	89.7
6-8	2017		31,036			29,727	95.8			17.0		28,176		90.8
	2018		31,743			30,374	95.7			14.2		28,312		89.2
	2019	184	31,974	182	98.7	30,322	94.8	7	3.8	8.7	178	28,100	96.7	87.9

Teachers: 14

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	6	42.9
Hispanic	2	14.3
White	6	42.9
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	7	50.0
Male	7	50.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2016-17		
2017-18		
2018-19	5.8	

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	7.1
1	2	14.3
2	0	0.0
3	3	21.4
4	1	7.1
5	2	14.3
1-3	5	35.7
More than 3	8	57.1
1 - 5	8	57.1
6 - 10	4	28.6
11 - 20	1	7.1
More than 20	0	0.0

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)
6	**2017**												52.4	0
	2018												54.5	0
	2019	94.1	48.8	73.5	65.6	39.1	68.3	57.6		60.9	85.3	70.2	56.6	178
6-8	**2017**												61.5	0
	2018												63.2	0
	2019	94.1	48.8	73.5	65.6	39.1	68.3	57.6		60.9	85.3	70.2	65.9	178

	NUMBER TESTED IN GRADES 6-8												
2017													30,344
2018													30,710
2019	17	43	113	128	23	60	99		110	68	178		31,177

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)
6	2017												5,071	0
	2018												4,740	0
	2019	1	22	30	44	14	19	42		43	10	53	4,699	178
6-8	2017												11,688	0
	2018												11,295	0
	2019	1	22	30	44	14	19	42		43	10	53	10,625	178

	NUMBER TESTED IN GRADES 6-8												
2017												30,344
2018												30,710
2019	17	43	113	128	23	60	99		110	68	178	31,177

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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)
6	**2017**												22.9	0
	2018												26.7	0
	2019	64.7	16.3	32.7	27.3	17.4	35.0	23.2		28.2	39.7	32.6	26.3	178
6-8	**2017**												27.4	0
	2018												31.7	0
	2019	64.7	16.3	32.7	27.3	17.4	35.0	23.2		28.2	39.7	32.6	34.6	178

	NUMBER TESTED IN GRADES 6-8												
2017													30,344
2018													30,710
2019	17	43	113	128	23	60	99		110	68	178		31,177

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)
6	**2017**												9.5	0
	2018												11.3	0
	2019	29.4	7.0	11.5	10.2	4.3	10.0	6.1		7.3	20.6	12.4	11.1	178
6-8	**2017**												11.5	0
	2018												15.8	0
	2019	29.4	7.0	11.5	10.2	4.3	10.0	6.1		7.3	20.6	12.4	16.4	178

					NUMBER TESTED IN GRADE 6-8								
2017													30,344
2018													30,710
2019	17	43	113	128	23	60	99		110	68	178		31,177

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
6	**2017**			
	2018			
	2019	68.0	63.2	64.7
6-8	**2017**			
	2018			
	2019	68.0	63.2	64.7

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)
6	**2017**												64.1	0
	2018												66.8	0
	2019	94.1	67.4	84.1	79.7	56.5	85.0	74.7		75.5	91.2	81.5	73.5	178
6-8	**2017**												64.6	0
	2018												68.8	0
	2019	94.1	67.4	84.1	79.7	56.5	85.0	74.7		75.5	91.2	81.5	74.2	178

	NUMBER TESTED IN GRADES 6-8												
2017													28,441
2018													28,433
2019	17	43	113	128	23	60	99		110	68	178		28,897

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)
6	**2017**												3,811	0
	2018												3,458	0
	2019	1	14	18	26	10	9	25		27	6	33	2,860	178
6-8	**2017**												10,063	0
	2018												8,877	0
	2019	1	14	18	26	10	9	25		27	6	33	7,460	178

						NUMBER TESTED IN GRADES 6-8								
2017													28,441
2018													28,433
2019	17	43	113	128	23	60	99		110	68	178	28,897

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)
6	2017												28.8	0
	2018												33.0	0
	2019	52.9	23.3	45.1	39.1	21.7	45.0	29.3		38.2	45.6	41.0	37.6	178
6-8	2017												27.1	0
	2018												33.5	0
	2019	52.9	23.3	45.1	39.1	21.7	45.0	29.3		38.2	45.6	41.0	39.3	178

	NUMBER TESTED IN GRADES 6-8												
2017												28,441
2018												28,433
2019	17	43	113	128	23	60	99		110	68	178	28,897

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)
6	**2017**												10.4	0
	2018												11.5	0
	2019	29.4	7.0	14.2	10.9	13.0	11.7	7.1		13.6	16.2	14.6	15.4	178
6-8	**2017**												7.4	0
	2018												10.3	0
	2019	29.4	7.0	14.2	10.9	13.0	11.7	7.1		13.6	16.2	14.6	12.1	178

					NUMBER TESTED IN GRADE 6-8								
2017												28,441
2018												28,433
2019	17	43	113	128	23	60	99		110	68	178	28,897

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
6	2017				
	2018				
	2019	58.0	53.7	55.1	54.3
6-8	2017				
	2018				
	2019	58.0	53.7	55.1	54.3

PERFORMANCE IN 2019

Grade 2018-19 (N Rated)	Domain: 2019 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
6 (61)	Beginning	2	3.3	10	16.4	0	0.0	10	16.4	1	1.7
	Intermediate	7	11.5	40	65.6	3	5.0	18	29.5	18	30.0
	Advanced	21	34.4	11	18.0	20	33.3	14	23.0	36	60.0
	Advanced High	31	50.8	0	0.0	37	61.7	19	31.1	5	8.3
ALL (61)	Beginning	2	3.3	10	16.4	0	0.0	10	16.4	1	1.7
	Intermediate	7	11.5	40	65.6	3	5.0	18	29.5	18	30.0
	Advanced	21	34.4	11	18.0	20	33.3	14	23.0	36	60.0
	Advanced High	31	50.8	0	0.0	37	61.7	19	31.1	5	8.3

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years N (%) Progressed	2019 Level	2018 Level Beg	Int	Adv	Adv High
61	Beginning		1		
	Intermediate	0		18	
8 (13.1%)	Advanced	0	3	33	
	Advanced High	0	0		5
61	Beginning		1		
	Intermediate	0		18	
8 (13.1%)	Advanced	0	3	33	
	Advanced High	0	0		5

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

Middle School Exams

MATHEMATICS 6

94	48.1	74.5	76.8	77.1	69.1	95.7	68.7	89.6

MATHEMATICS 6 PRE-AP

94	53.7	71.0	80.8	81.9	59.6	98.9	72.2	96.8

PHYSICAL EDUCATION 6

188	62.8	77.2	96.2	98.3	84.0	99.5	74.6	99.5

READING LANGUAGE ARTS 6

140	60.9	75.0	79.6	80.1	67.9	99.3	57.8	91.9

READING LANGUAGE ARTS 6 PRE-AP

47	68.9	74.8	83.7	84.7	74.5	97.9	81.7	99.0

SCIENCE 6

94	58.8	73.7	80.9	81.7	67.0	100.0	48.9	89.9

SCIENCE 6 PRE-AP

94	65.0	76.7	81.7	82.2	74.5	96.8	76.1	98.6

WORLD CULTURES 6

144	53.2	71.3	80.0	80.9	56.3	96.5	51.7	90.9

WORLD CULTURES 6 PRE-AP

44	60.6	75.4	86.4	87.6	63.6	100.0	78.7	96.5

SEMESTER 2 TESTS

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

MATHEMATICS 6

MATHEMATICS 6 PRE-AP

PHYSICAL EDUCATION 6

178	67.3	78.7	97.6	99.7	85.4	100.0	76.9	98.8

READING LANGUAGE ARTS 6

READING LANGUAGE ARTS 6 PRE-AP

SCIENCE 6

87	59.0	73.8	83.1	84.1	65.5	98.9	51.6	86.0

SCIENCE 6 PRE-AP

91	73.9	82.6	86.3	86.7	89.0	100.0	86.4	97.7

WORLD CULTURES 6

138	48.6	70.4	79.3	80.3	53.6	100.0	52.9	89.1

WORLD CULTURES 6 PRE-AP

39	59.8	72.0	84.2	85.6	64.1	100.0	79.7	97.0