



School Number 362

IGNITE MIDDLE 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
6	185
7	168
ALL	353

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	79	22.4	14	53.8
American Indian/Alaska Native	1	0.3	*	*
Asian/Hawaiian/Pacific Islander	9	2.5	*	*
Hispanic	235	66.6	2	7.7
White	26	7.4	6	23.1
Multiple	3	0.8	2	7.7
Other* (teachers only)	—	—	2	7.7
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	156	44.2
Economically disadvantaged	253	71.7
Limited English proficient (LEP)	126	35.7
Special education	56	15.9
Talented and Gifted (TAG)	81	22.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2018													
	2019	180	44	24.4	1	0.6	4	2.2	114	63.3	17	9.4	0	0.0
	2020	185	37	20.0	0	0.0	4	2.2	126	68.1	15	8.1	3	1.6
7	2018													
	2019													
	2020	168	42	25.0	1	0.6	5	3.0	109	64.9	11	6.5	0	0.0
6-8	2018													
	2019	180	44	24.4	1	0.6	4	2.2	114	63.3	17	9.4	0	0.0
	2020	353	79	22.4	1	0.3	9	2.5	235	66.6	26	7.4	3	0.8

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	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
	2020	185	123	66.5	68	36.8	30	16.2	82	44.3	42	22.7	15	8.1	54.1	45.9	0.5
7	2018																
	2019																
	2020	168	130	77.4	58	34.5	26	15.5	74	44.0	39	23.2	6	3.6	63.1	36.9	0.0
6-8	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
	2020	353	253	71.7	126	35.7	56	15.9	156	44.2	81	22.9	21	5.9	58.4	41.6	0.3

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	2018		10,808			10,384	96.1			16.0		9,749		90.2
	2019	184	11,096	182	98.7	10,690	96.3	7	3.8	6.1	178	9,953	96.7	89.7
	2020	185	11,110	181	97.8	10,711	96.4	3	1.6	4.2	177	10,111	95.6	91.0
7	2018		10,642			10,187	95.7			17.0		9,495		89.2
	2019		10,469			9,999	95.5			8.1		9,086		86.8
	2020	174	10,970	170	97.9	10,532	96.0	4	2.3	6.1	169	9,871	97.4	90.0
6-8	2018		31,743			30,374	95.7			14.2		28,312		89.2
	2019	184	31,974	182	98.7	30,622	95.8	7	3.8	7.7	178	28,099	96.7	87.9
	2020	359	32,404	351	97.9	31,100	96.0	7	2.0	5.8	346	29,137	96.4	89.9

Teachers: 26

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	14	53.8
Hispanic	2	7.7
White	6	23.1
Multiple	2	7.7
Other	2	7.7

Gender	Number	Percentage
Female	18	69.2
Male	8	30.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18		
2018-19	5.8	
2019-20	4.3	61.5

YEARS EXPERIENCE


Years	Number	Percentage
Beginning (0)	5	19.2
1	1	3.8
2	1	3.8
3	2	7.7
4	2	7.7
5	4	15.4
1-3	4	15.4
More than 3	17	65.4
1 - 5	10	38.5
6 - 10	6	23.1
11 - 20	4	15.4
More than 20	1	3.8

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
6 (63)	Beginning	0	0.0	2	3.2	0	0.0	4	6.3	0	0.0
	Intermediate	14	22.6	43	69.4	0	0.0	23	36.5	0	0.0
	Advanced	31	50.0	16	25.8	0	0.0	25	39.7	0	0.0
	Advanced High	17	27.4	1	1.6	0	0.0	11	17.5	0	0.0
ALL (63)	Beginning	0	0.0	2	3.2	0	0.0	4	6.3	0	0.0
	Intermediate	14	22.6	43	69.4	0	0.0	23	36.5	0	0.0
	Advanced	31	50.0	16	25.8	0	0.0	25	39.7	0	0.0
	Advanced High	17	27.4	1	1.6	0	0.0	11	17.5	0	0.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
60 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
60 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	

 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

High School Exams

SPANISH I

132	61.5	74.3	88.5	90.0	64.4	99.2	76.1	90.2
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SPANISH I

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SPANISH II

40	72.6	82.5	91.1	92.1	92.5	100.0	76.3	91.1
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SPANISH II

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Middle School Exams

MATHEMATICS 6

79	52.6	75.1	81.0	81.6	68.4	100.0	68.6	87.5
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MATHEMATICS 6

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MATHEMATICS 6 PRE-AP

100	63.4	75.6	86.8	88.1	67.0	99.0	72.9	97.2
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MATHEMATICS 6 PRE-AP

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MATHEMATICS 7

82	44.0	66.4	77.3	78.5	41.5	92.7	52.0	86.0
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MATHEMATICS 7

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MATHEMATICS 7 PRE-AP

91	56.8	72.5	78.9	79.6	63.7	84.6	69.8	93.0
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MATHEMATICS 7 PRE-AP

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PHYSICAL EDUCATION 6

107	60.6	76.4	97.4	99.8	82.2	100.0	76.5	99.6
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PHYSICAL EDUCATION 6

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PHYSICAL EDUCATION 7 & 8

126	60.8	76.5	97.6	99.9	84.9	100.0	80.9	98.6
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PHYSICAL EDUCATION 7 & 8

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READING LANGUAGE ARTS 6

89	47.3	70.7	83.0	84.3	49.4	100.0	58.0	88.6
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READING LANGUAGE ARTS 6

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READING LANGUAGE ARTS 6 PRE-AP

87	59.7	74.2	91.1	93.0	69.0	100.0	81.2	97.5
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READING LANGUAGE ARTS 6 PRE-AP

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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

READING LANGUAGE ARTS 7

87	47.3	72.2	80.6	81.5	55.2	95.4	68.5	86.8
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READING LANGUAGE ARTS 7 PRE-AP

83	61.0	75.1	85.4	86.5	77.1	100.0	83.1	96.8
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SCIENCE 6

103	53.5	72.1	86.4	88.0	61.2	100.0	53.4	89.5
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SCIENCE 6 PRE-AP

78	57.5	72.9	90.5	92.5	66.7	100.0	75.3	98.1
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SCIENCE 7

80	64.6	73.5	86.2	87.6	65.0	100.0	62.8	88.5
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SCIENCE 7 PRE-AP

91	52.3	67.5	79.2	80.5	41.8	92.3	84.8	98.0
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TECHNOLOGY APPLICATIONS

81	61.8	73.9	87.1	88.6	69.1	98.8	58.8	94.4
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TEXAS STUDIES 7

82	41.5	64.9	76.2	77.4	26.8	93.9	48.5	90.4
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TEXAS STUDIES 7 PRE-AP

91	51.5	70.3	77.1	77.9	49.5	90.1	74.6	96.6
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WORLD CULTURES 6

111	42.0	66.5	80.1	81.6	29.7	93.7	48.4	90.7
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WORLD CULTURES 6 PRE-AP

70	56.0	73.6	86.5	88.0	71.4	100.0	74.9	97.1
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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

READING LANGUAGE ARTS 7

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READING LANGUAGE ARTS 7 PRE-AP

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SCIENCE 6

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SCIENCE 6 PRE-AP

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SCIENCE 7

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SCIENCE 7 PRE-AP

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TECHNOLOGY APPLICATIONS

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TEXAS STUDIES 7

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TEXAS STUDIES 7 PRE-AP

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WORLD CULTURES 6

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WORLD CULTURES 6 PRE-AP

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