



School Number 110

# ANNIE WEBB BLANTON ELEMENTARY 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
PK	107
KN	91
1	83
2	86
3	69
4	91
5	87
ALL	614

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	82	13.4	5	11.6
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	514	83.7	20	46.5
White	8	1.3	14	32.6
Multiple	10	1.6	1	2.3
Other* (teachers only)	—	—	3	7.0
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	407	66.3
Economically disadvantaged	582	94.8
Limited English proficient (LEP)	398	64.8
Special education	60	9.8
Talented and Gifted (TAG)	80	13.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	73	11	15.1	0	0.0	0	0.0	60	82.2	1	1.4	1	1.4
	2019	101	10	9.9	0	0.0	1	1.0	88	87.1	2	2.0	0	0.0
	2020	107	9	8.4	0	0.0	0	0.0	94	87.9	3	2.8	1	0.9
KN	2018	90	10	11.1	1	1.1	0	0.0	77	85.6	0	0.0	2	2.2
	2019	91	15	16.5	0	0.0	0	0.0	72	79.1	3	3.3	1	1.1
	2020	91	11	12.1	0	0.0	0	0.0	76	83.5	1	1.1	3	3.3
1	2018	84	10	11.9	0	0.0	0	0.0	71	84.5	2	2.4	1	1.2
	2019	95	10	10.5	1	1.1	0	0.0	81	85.3	3	3.2	0	0.0
	2020	83	16	19.3	0	0.0	0	0.0	67	80.7	0	0.0	0	0.0
2	2018	107	14	13.1	1	0.9	0	0.0	89	83.2	3	2.8	0	0.0
	2019	72	12	16.7	0	0.0	0	0.0	57	79.2	2	2.8	1	1.4
	2020	86	10	11.6	0	0.0	0	0.0	72	83.7	1	1.2	3	3.5
3	2018	105	13	12.4	1	1.0	0	0.0	88	83.8	1	1.0	2	1.9
	2019	102	18	17.6	0	0.0	0	0.0	81	79.4	3	2.9	0	0.0
	2020	69	11	15.9	0	0.0	0	0.0	57	82.6	1	1.4	0	0.0
4	2018	96	13	13.5	0	0.0	0	0.0	83	86.5	0	0.0	0	0.0
	2019	99	15	15.2	0	0.0	0	0.0	81	81.8	1	1.0	2	2.0
	2020	91	15	16.5	0	0.0	0	0.0	73	80.2	1	1.1	2	2.2
5	2018	114	20	17.5	0	0.0	0	0.0	94	82.5	0	0.0	0	0.0
	2019	84	16	19.0	0	0.0	0	0.0	66	78.6	2	2.4	0	0.0
	2020	87	10	11.5	0	0.0	0	0.0	75	86.2	1	1.1	1	1.1
PK-5	2018	669	91	13.6	3	0.4	0	0.0	562	84.0	7	1.0	6	0.9
	2019	644	96	14.9	1	0.2	1	0.2	526	81.7	16	2.5	4	0.6
	2020	614	82	13.4	0	0.0	0	0.0	514	83.7	8	1.3	10	1.6

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	
PK	2018	73	63	86.3	51	69.9	6	8.2	54	74.0	0	0.0	66	90.4	49.3	50.7	11.0
	2019	101	101	100.0	72	71.3	12	11.9	11	10.9	0	0.0	92	91.1	48.5	51.5	6.9
	2020	107	107	100.0	76	71.0	3	2.8	75	70.1	0	0.0	80	74.8	54.2	45.8	24.3
KN	2018	90	76	84.4	56	62.2	6	6.7	57	63.3	6	6.7	18	20.0	43.3	56.7	0.0
	2019	91	82	90.1	57	62.6	13	14.3	53	58.2	4	4.4	23	25.3	50.5	49.5	0.0
	2020	91	84	92.3	65	71.4	15	16.5	63	69.2	3	3.3	21	23.1	47.3	52.7	8.8
1	2018	84	75	89.3	53	63.1	3	3.6	53	63.1	8	9.5	6	7.1	58.3	41.7	0.0
	2019	95	87	91.6	59	62.1	5	5.3	56	58.9	11	11.6	15	15.8	46.3	53.7	0.0
	2020	83	77	92.8	56	67.5	11	13.3	52	62.7	11	13.3	9	10.8	54.2	45.8	1.2
2	2018	107	92	86.0	66	61.7	11	10.3	64	59.8	18	16.8	9	8.4	53.3	46.7	0.9
	2019	72	71	98.6	43	59.7	2	2.8	41	56.9	12	16.7	4	5.6	55.6	44.4	1.4
	2020	86	80	93.0	55	64.0	6	7.0	55	64.0	14	16.3	5	5.8	46.5	53.5	0.0
3	2018	105	95	90.5	59	56.2	11	10.5	63	60.0	16	15.2	12	11.4	54.3	45.7	0.0
	2019	102	100	98.0	62	60.8	11	10.8	62	60.8	18	17.6	9	8.8	49.0	51.0	0.0
	2020	69	67	97.1	42	60.9	2	2.9	42	60.9	12	17.4	4	5.8	60.9	39.1	1.4
4	2018	96	91	94.8	60	62.5	10	10.4	76	79.2	10	10.4	11	11.5	60.4	39.6	0.0
	2019	99	94	94.9	56	56.6	8	8.1	65	65.7	14	14.1	11	11.1	59.6	40.4	0.0
	2020	91	84	92.3	54	59.3	14	15.4	68	74.7	19	20.9	10	11.0	49.5	50.5	0.0
5	2018	114	107	93.9	69	60.5	14	12.3	93	81.6	16	14.0	11	9.6	44.7	55.3	0.9
	2019	84	80	95.2	48	57.1	8	9.5	67	79.8	14	16.7	14	16.7	64.3	35.7	0.0
	2020	87	83	95.4	50	57.5	9	10.3	52	59.8	21	24.1	10	11.5	55.2	44.8	1.1
PK-5	2018	669	599	89.5	414	61.9	61	9.1	460	68.8	74	11.1	133	19.9	51.9	48.1	1.5
	2019	644	615	95.5	397	61.6	59	9.2	355	55.1	73	11.3	168	26.1	53.1	46.9	1.2
	2020	614	582	94.8	398	64.8	60	9.8	407	66.3	80	13.0	139	22.6	52.3	47.7	6.0

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	2018	89	11,061	84	94.6	10,520	95.1	15	16.9	17.8	79	9,830	88.8	88.9
	2019	90	10,918	85	94.4	10,370	95.0	15	16.7	5.7	73	9,637	81.5	88.3
	2020	87	10,874	82	94.6	10,319	94.9	1	1.2	3.8	80	9,815	92.2	90.3
1	2018	84	11,550	80	95.4	11,055	95.7	16	19.2	16.6	75	10,347	89.8	89.6
	2019	94	11,198	91	96.9	10,715	95.7	3	3.2	5.0	92	10,069	97.6	89.9
	2020	83	11,192	80	96.0	10,678	95.4	4	4.8	3.9	76	10,139	91.6	90.6
2	2018	108	11,864	103	95.7	11,398	96.1	14	13.0	15.9	96	10,717	89.2	90.3
	2019	71	11,232	69	96.8	10,781	96.0	4	5.6	4.8	65	10,169	91.1	90.5
	2020	85	11,070	83	96.6	10,616	95.9	5	5.8	3.2	81	10,175	94.8	91.9
3	2018	107	12,536	103	96.8	12,080	96.4	12	11.3	14.4	100	11,431	93.9	91.2
	2019	103	11,452	100	96.9	11,029	96.3	1	1.0	4.6	95	10,478	92.5	91.5
	2020	70	11,093	67	96.0	10,664	96.1	5	7.2	3.5	64	10,181	91.9	91.8
4	2018	92	12,675	89	96.6	12,235	96.5	16	17.3	14.1	86	11,637	93.1	91.8
	2019	100	12,118	97	96.8	11,690	96.5	3	3.0	4.9	91	11,112	91.2	91.7
	2020	88	11,323	84	96.2	10,902	96.3	2	2.3	3.4	84	10,479	95.9	92.5
5	2018	115	12,498	111	96.6	12,078	96.6	7	6.1	6.1	103	11,513	89.9	92.1
	2019	84	12,193	81	96.3	11,779	96.6	5	5.9	4.5	74	11,300	87.6	92.7
	2020	89	11,957	86	96.5	11,518	96.3	0	0.0	3.2	84	11,098	94.5	92.8
KN-5	2018	594	72,186	570	96.0	69,366	96.1	80	13.5	14.0	539	65,475	90.8	90.7
	2019	542	69,110	523	96.4	66,364	96.0	31	5.7	4.9	490	62,765	90.4	90.8
	2020	501	67,509	481	96.0	64,698	95.8	17	3.4	3.5	469	61,887	93.6	91.7



Teachers: 43

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	5	11.6
Hispanic	20	46.5
White	14	32.6
Multiple	1	2.3
Other	3	7.0

Gender	Number	Percentage
Female	36	83.7
Male	7	16.3

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2017-18	7.0	83.3
2018-19	6.7	52.2
2019-20	4.3	74.4

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	4	9.3
1	7	16.3
2	1	2.3
3	4	9.3
4	4	9.3
5	3	7.0
1-3	12	27.9
More than 3	27	62.8
1 - 5	19	44.2
6 - 10	9	20.9
11 - 20	10	23.3
More than 20	1	2.3

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (65)	Beginning	15	23.1	26	40.6	56	87.5	52	81.3	25	39.1
	Intermediate	33	50.8	24	37.5	4	6.3	5	7.8	34	53.1
	Advanced	11	16.9	8	12.5	3	4.7	4	6.3	3	4.7
	Advanced High	6	9.2	6	9.4	1	1.6	3	4.7	2	3.1
1 (56)	Beginning	3	5.4	11	19.6	36	64.3	25	44.6	10	17.9
	Intermediate	27	48.2	26	46.4	15	26.8	21	37.5	31	55.4
	Advanced	15	26.8	9	16.1	1	1.8	6	10.7	11	19.6
	Advanced High	11	19.6	10	17.9	4	7.1	4	7.1	4	7.1
2 (55)	Beginning	1	1.8	9	16.4	13	23.6	16	29.1	4	7.3
	Intermediate	13	23.6	30	54.5	29	52.7	22	40.0	27	49.1
	Advanced	30	54.5	12	21.8	11	20.0	13	23.6	23	41.8
	Advanced High	11	20.0	4	7.3	2	3.6	4	7.3	1	1.8
3 (42)	Beginning	0	0.0	6	14.3	4	9.5	6	14.3	3	7.1
	Intermediate	4	9.5	19	45.2	4	9.5	13	31.0	8	19.0
	Advanced	16	38.1	7	16.7	13	31.0	8	19.0	22	52.4
	Advanced High	22	52.4	10	23.8	21	50.0	15	35.7	9	21.4
4 (54)	Beginning	8	14.8	4	7.4	7	13.0	5	9.3	3	5.6
	Intermediate	18	33.3	24	44.4	14	25.9	27	50.0	22	40.7
	Advanced	22	40.7	24	44.4	22	40.7	8	14.8	21	38.9
	Advanced High	6	11.1	2	3.7	11	20.4	14	25.9	8	14.8

PROGRESSION FROM 2019 TO 2020


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
53 24 (45.3%)	Beginning	9			
	Intermediate	11	20		
	Advanced	3	6	0	
	Advanced High	0	2	2	
53 30 (56.6%)	Beginning	3			
	Intermediate	10	16		
	Advanced	5	14	4	
	Advanced High	0	1	0	
40 16 (40.0%)	Beginning	2			
	Intermediate	0	7		
	Advanced	0	7	15	
	Advanced High	0	0	9	
52 16 (30.8%)	Beginning	1			
	Intermediate	1	21		
	Advanced	0	7	14	
	Advanced High	0	0	8	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (51)	Beginning	5	10.0	11	22.0	8	15.7	9	17.6	4	8.0
	Intermediate	14	28.0	17	34.0	17	33.3	9	17.6	16	32.0
	Advanced	23	46.0	20	40.0	19	37.3	12	23.5	26	52.0
	Advanced High	8	16.0	2	4.0	7	13.7	21	41.2	4	8.0
ALL (323)	Beginning	32	9.9	67	20.9	124	38.5	113	35.1	49	15.3
	Intermediate	109	33.9	140	43.6	83	25.8	97	30.1	138	43.0
	Advanced	117	36.3	80	24.9	69	21.4	51	15.8	106	33.0
	Advanced High	64	19.9	34	10.6	46	14.3	61	18.9	28	8.7

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
48 8 (16.7%)	Beginning	1			
	Intermediate	3	13		
	Advanced	0	1	25	
	Advanced High	0	1	3	
246 94 (38.2%)	Beginning	16			
	Intermediate	25	77		
	Advanced	8	35	58	
	Advanced High	0	4	22	

 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

**Elementary School Exams**

**GRADE 1 MATHEMATICS**

82	76.2	81.7			78.0		78.9	
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**GRADE 1 MATHEMATICS**

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**GRADE 1 READING**

30	72.5	83.5			80.0		91.2	
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**GRADE 1 READING**

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**GRADE 1 READING SPANISH**

52	81.2	87.4			88.5		89.5	
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**GRADE 1 READING SPANISH**

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**GRADE 2 MATHEMATICS**

80	73.9	81.8	85.9		88.8	95.0	76.5	92.3
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**GRADE 2 MATHEMATICS**

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**GRADE 2 MATHEMATICS SPANISH**

2	*	*	*		*	*	44.9	*
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**GRADE 2 MATHEMATICS SPANISH**

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**GRADE 2 READING**

31	59.0	72.7	82.5		58.1	100.0	72.1	91.3
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**GRADE 2 READING**

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**GRADE 2 READING SPANISH**

51	82.2	86.6	84.5		92.2	92.2	75.1	92.0
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**GRADE 2 READING SPANISH**

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**GRADE 3 MATHEMATICS**

70	74.3	82.9	81.8		78.6	88.6	70.6	90.8
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**GRADE 3 MATHEMATICS**

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**GRADE 3 READING**

40	48.0	68.8	88.6		45.0	100.0	62.6	88.7
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**GRADE 3 READING**

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**GRADE 3 READING SPANISH**

30	62.7	77.6	76.2		76.7	83.3	57.7	88.7
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**GRADE 3 READING SPANISH**

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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

**GRADE 4 LANGUAGE ARTS**

42	60.2	71.6	84.9		52.4	95.2	68.3	91.7
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**GRADE 4 LANGUAGE ARTS SPANISH**

37	72.5	77.1	82.9		75.7	100.0	68.5	91.9
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**GRADE 4 MATHEMATICS**

80	85.1	89.1	85.7		92.5	100.0	71.7	90.4
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**GRADE 4 READING**

42	52.9	74.3	85.4		66.7	95.2	68.8	92.4
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**GRADE 4 READING SPANISH**

38	78.4	85.6	82.8		94.7	100.0	80.7	91.8
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**GRADE 5 MATHEMATICS**

78	78.3	84.1	85.5		83.3	98.7	78.3	91.9
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**GRADE 5 MATHEMATICS SPANISH**

5	*	*	*		*	*	56.2	*
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**GRADE 5 READING**

38	52.0	76.0	77.6		63.2	92.1	79.5	94.1
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**GRADE 5 READING SPANISH**

44	75.8	82.3	88.1		84.1	100.0	79.8	94.9
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**GRADE 5 SCIENCE**

77	84.5	86.3	84.2		93.5	97.4	76.5	95.9
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**GRADE 5 SCIENCE SPANISH**

5	*	*	*		*	*	73.2	*
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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

**GRADE 4 LANGUAGE ARTS**

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**GRADE 4 LANGUAGE ARTS SPANISH**

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**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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