



School Number 155

**C.A. TATUM, JR.
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	49
KN	42
1	43
2	70
3	69
4	81
5	82
ALL	436

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	175	40.1	13	43.3
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	254	58.3	11	36.7
White	3	0.7	3	10.0
Multiple	4	0.9	3	10.0
Other* (teachers only)	—	—	0	0.0
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	224	51.4
Economically disadvantaged	428	98.2
Limited English proficient (LEP)	189	43.3
Special education	49	11.2
Talented and Gifted (TAG)	90	20.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018													
	2019													
	2020	49	14	28.6	0	0.0	0	0.0	35	71.4	0	0.0	0	0.0
KN	2018	67	32	47.8	0	0.0	0	0.0	35	52.2	0	0.0	0	0.0
	2019	38	18	47.4	0	0.0	0	0.0	19	50.0	0	0.0	1	2.6
	2020	42	17	40.5	0	0.0	0	0.0	23	54.8	0	0.0	2	4.8
1	2018	71	36	50.7	1	1.4	0	0.0	34	47.9	0	0.0	0	0.0
	2019	71	33	46.5	0	0.0	0	0.0	37	52.1	0	0.0	1	1.4
	2020	43	19	44.2	0	0.0	0	0.0	24	55.8	0	0.0	0	0.0
2	2018	78	31	39.7	0	0.0	0	0.0	46	59.0	0	0.0	1	1.3
	2019	74	37	50.0	2	2.7	0	0.0	31	41.9	2	2.7	2	2.7
	2020	70	31	44.3	0	0.0	0	0.0	38	54.3	0	0.0	1	1.4
3	2018	87	34	39.1	0	0.0	0	0.0	51	58.6	2	2.3	0	0.0
	2019	85	37	43.5	0	0.0	0	0.0	46	54.1	1	1.2	1	1.2
	2020	69	32	46.4	0	0.0	0	0.0	34	49.3	2	2.9	1	1.4
4	2018	101	41	40.6	0	0.0	0	0.0	58	57.4	1	1.0	1	1.0
	2019	92	42	45.7	0	0.0	0	0.0	49	53.3	0	0.0	1	1.1
	2020	81	31	38.3	0	0.0	0	0.0	50	61.7	0	0.0	0	0.0
5	2018	97	29	29.9	0	0.0	0	0.0	65	67.0	2	2.1	1	1.0
	2019	101	41	40.6	1	1.0	1	1.0	56	55.4	1	1.0	1	1.0
	2020	82	31	37.8	0	0.0	0	0.0	50	61.0	1	1.2	0	0.0
PK-5	2018	501	203	40.5	1	0.2	0	0.0	289	57.7	5	1.0	3	0.6
	2019	461	208	45.1	3	0.7	1	0.2	238	51.6	4	0.9	7	1.5
	2020	436	175	40.1	0	0.0	0	0.0	254	58.3	3	0.7	4	0.9

Enroll (2)

Enrollment Statistics by Select Student Group

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																
	2019																
	2020	49	49	100.0	29	59.2	0	0.0	31	63.3	0	0.0	48	98.0	53.1	46.9	2.0
KN	2018	67	62	92.5	26	38.8	3	4.5	28	41.8	12	17.9	23	34.3	49.3	50.7	1.5
	2019	38	38	100.0	12	31.6	1	2.6	8	21.1	9	23.7	16	42.1	63.2	36.8	0.0
	2020	42	41	97.6	13	31.0	4	9.5	14	33.3	8	19.0	18	42.9	50.0	50.0	0.0
1	2018	71	65	91.5	21	29.6	9	12.7	22	31.0	14	19.7	10	14.1	52.1	47.9	0.0
	2019	71	69	97.2	30	42.3	6	8.5	32	45.1	8	11.3	7	9.9	53.5	46.5	5.6
	2020	43	40	93.0	18	41.9	3	7.0	19	44.2	11	25.6	10	23.3	48.8	51.2	11.6
2	2018	78	72	92.3	39	50.0	13	16.7	43	55.1	9	11.5	5	6.4	59.0	41.0	3.8
	2019	74	71	95.9	20	27.0	14	18.9	21	28.4	12	16.2	13	17.6	44.6	55.4	0.0
	2020	70	70	100.0	33	47.1	10	14.3	37	52.9	16	22.9	6	8.6	62.9	37.1	8.6
3	2018	87	85	97.7	39	44.8	7	8.0	40	46.0	16	18.4	7	8.0	43.7	56.3	1.1
	2019	85	84	98.8	36	42.4	12	14.1	44	51.8	14	16.5	8	9.4	64.7	35.3	1.2
	2020	69	68	98.6	22	31.9	10	14.5	23	33.3	15	21.7	5	7.2	43.5	56.5	0.0
4	2018	101	98	97.0	51	50.5	14	13.9	78	77.2	10	9.9	12	11.9	55.4	44.6	0.0
	2019	92	89	96.7	37	40.2	10	10.9	65	70.7	14	15.2	14	15.2	42.4	57.6	0.0
	2020	81	80	98.8	39	48.1	12	14.8	56	69.1	19	23.5	8	9.9	61.7	38.3	1.2
5	2018	97	96	99.0	51	52.6	14	14.4	81	83.5	14	14.4	6	6.2	52.6	47.4	3.1
	2019	101	97	96.0	47	46.5	13	12.9	83	82.2	14	13.9	13	12.9	56.4	43.6	1.0
	2020	82	80	97.6	35	42.7	10	12.2	44	53.7	21	25.6	6	7.3	40.2	59.8	0.0
PK-5	2018	501	478	95.4	227	45.3	60	12.0	292	58.3	75	15.0	63	12.6	52.1	47.9	1.6
	2019	461	448	97.2	182	39.5	56	12.1	253	54.9	71	15.4	71	15.4	53.4	46.6	1.3
	2020	436	428	98.2	189	43.3	49	11.2	224	51.4	90	20.6	101	23.2	51.6	48.4	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	2018	65	11,061	62	95.1	10,520	95.1	17	26.1	17.8	56	9,830	86.1	88.9
	2019	39	10,918	37	94.2	10,370	95.0	6	15.4	5.7	34	9,637	87.4	88.3
	2020	40	10,874	37	92.9	10,319	94.9	1	2.5	3.8	34	9,815	84.4	90.3
1	2018	71	11,550	67	95.0	11,055	95.7	18	25.5	16.6	59	10,347	83.5	89.6
	2019	71	11,198	67	94.8	10,715	95.7	5	7.1	5.0	64	10,069	90.7	89.9
	2020	43	11,192	41	95.1	10,678	95.4	5	11.6	3.9	36	10,139	83.9	90.6
2	2018	81	11,864	77	95.8	11,398	96.1	15	18.6	15.9	68	10,717	84.3	90.3
	2019	76	11,232	72	94.8	10,781	96.0	7	9.2	4.8	67	10,169	87.7	90.5
	2020	71	11,070	67	95.0	10,616	95.9	3	4.2	3.2	61	10,175	86.4	91.9
3	2018	88	12,536	85	96.7	12,080	96.4	13	14.7	14.4	78	11,431	88.3	91.2
	2019	85	11,452	82	96.2	11,029	96.3	4	4.7	4.6	79	10,478	93.2	91.5
	2020	69	11,093	66	95.4	10,664	96.1	4	5.8	3.5	63	10,181	91.0	91.8
4	2018	101	12,675	97	96.0	12,235	96.5	28	27.7	14.1	89	11,637	88.1	91.8
	2019	89	12,118	86	95.8	11,690	96.5	7	7.8	4.9	77	11,112	86.0	91.7
	2020	80	11,323	76	95.6	10,902	96.3	2	2.5	3.4	73	10,479	91.4	92.5
5	2018	102	12,498	99	96.5	12,078	96.6	8	7.8	6.1	93	11,513	91.0	92.1
	2019	106	12,193	102	96.4	11,779	96.6	9	8.5	4.5	96	11,300	90.5	92.7
	2020	85	11,957	81	95.7	11,518	96.3	3	3.5	3.2	76	11,098	89.4	92.8
KN-5	2018	508	72,186	487	95.9	69,366	96.1	99	19.5	14.0	443	65,475	87.2	90.7
	2019	466	69,110	445	95.5	66,364	96.0	38	8.2	4.9	417	62,765	89.5	90.8
	2020	388	67,509	369	95.1	64,698	95.8	18	4.6	3.5	343	61,887	88.4	91.7

Teachers: 30

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	13	43.3
Hispanic	11	36.7
White	3	10.0
Multiple	3	10.0
Other	0	0.0

Gender	Number	Percentage
Female	24	80.0
Male	6	20.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.5	52.6
2018-19	7.6	54.5
2019-20	3.9	74.1

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	6	20.0
2	2	6.7
3	0	0.0
4	0	0.0
5	0	0.0
1-3	8	26.7
More than 3	22	73.3
1 - 5	8	26.7
6 - 10	8	26.7
11 - 20	11	36.7
More than 20	3	10.0

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (13)	Beginning	8	61.5	10	76.9	10	76.9	12	92.3	10	76.9
	Intermediate	4	30.8	3	23.1	3	23.1	1	7.7	3	23.1
	Advanced	1	7.7	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (18)	Beginning	1	5.6	4	22.2	4	22.2	6	33.3	4	22.2
	Intermediate	7	38.9	6	33.3	11	61.1	5	27.8	6	33.3
	Advanced	9	50.0	7	38.9	3	16.7	6	33.3	7	38.9
	Advanced High	1	5.6	1	5.6	0	0.0	1	5.6	1	5.6
2 (32)	Beginning	1	3.1	12	37.5	2	6.3	10	31.3	2	6.3
	Intermediate	7	21.9	16	50.0	16	50.0	12	37.5	23	71.9
	Advanced	13	40.6	3	9.4	8	25.0	5	15.6	4	12.5
	Advanced High	11	34.4	1	3.1	6	18.8	5	15.6	3	9.4
3 (21)	Beginning	0	0.0	2	9.5	9	42.9	6	28.6	2	9.5
	Intermediate	1	4.8	9	42.9	12	57.1	1	4.8	8	38.1
	Advanced	7	33.3	8	38.1	0	0.0	2	9.5	11	52.4
	Advanced High	13	61.9	2	9.5	0	0.0	12	57.1	0	0.0
4 (38)	Beginning	4	10.5	2	5.3	16	42.1	6	15.8	4	10.5
	Intermediate	9	23.7	22	57.9	14	36.8	9	23.7	17	44.7
	Advanced	16	42.1	14	36.8	4	10.5	9	23.7	15	39.5
	Advanced High	9	23.7	0	0.0	4	10.5	14	36.8	2	5.3


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
18 12 (66.7%)	Beginning	4			
	Intermediate	4	2		
	Advanced	4	3	0	
	Advanced High	0	1	0	
31 20 (64.5%)	Beginning	2			
	Intermediate	14	8		
	Advanced	1	2	1	
	Advanced High	0	2	1	
21 5 (23.8%)	Beginning	2			
	Intermediate	1	7		
	Advanced	0	4	7	
	Advanced High	0	0	0	
37 4 (10.8%)	Beginning	3			
	Intermediate	0	17		
	Advanced	0	2	13	
	Advanced High	0	0	2	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (34)	Beginning	2	6.1	2	6.1	3	9.1	4	12.1	2	6.3
	Intermediate	8	24.2	13	39.4	15	45.5	2	6.1	8	25.0
	Advanced	5	15.2	18	54.5	12	36.4	11	33.3	14	43.8
	Advanced High	18	54.5	0	0.0	3	9.1	16	48.5	8	25.0
ALL (156)	Beginning	16	10.3	32	20.6	44	28.4	44	28.4	24	15.6
	Intermediate	36	23.2	69	44.5	71	45.8	30	19.4	65	42.2
	Advanced	51	32.9	50	32.3	27	17.4	33	21.3	51	33.1
	Advanced High	52	33.5	4	2.6	13	8.4	48	31.0	14	9.1

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
29 <hr/> 16 (55.2%)	Beginning	0			
	Intermediate	0	7		
	Advanced	0	8	5	
	Advanced High	0	1	7	
136 <hr/> 57 (41.9%)	Beginning	11			
	Intermediate	19	41		
	Advanced	5	19	26	
	Advanced High	0	4	10	

 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

40	78.2	83.2			77.5		78.9	
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GRADE 1 READING

21	74.8	84.9			90.5		91.2	
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GRADE 1 READING SPANISH

20	79.0	86.0			80.0		89.5	
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GRADE 2 MATHEMATICS

64	73.8	81.7	84.1		82.8	89.1	76.5	92.3
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GRADE 2 MATHEMATICS SPANISH

2	*	*	*		*	*	44.9	*
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GRADE 2 READING

35	62.1	74.8	77.1		71.4	91.4	72.1	91.3
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GRADE 2 READING SPANISH

30	79.0	84.3	87.5		90.0	100.0	75.1	92.0
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GRADE 3 MATHEMATICS

64	62.3	74.9	79.3		67.2	89.1	70.6	90.8
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GRADE 3 READING

44	48.4	69.0	75.0		50.0	81.8	62.6	88.7
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GRADE 3 READING SPANISH

20	63.5	78.1	84.7		75.0	100.0	57.7	88.7
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GRADE 1 MATHEMATICS

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GRADE 1 READING

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GRADE 1 READING SPANISH

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GRADE 2 MATHEMATICS

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GRADE 2 MATHEMATICS SPANISH

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GRADE 2 READING

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GRADE 2 READING SPANISH

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GRADE 3 MATHEMATICS

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GRADE 3 READING

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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

39	54.9	67.8	73.1		46.2	76.9	68.3	91.7
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GRADE 4 LANGUAGE ARTS SPANISH

35	68.9	74.1	77.9		65.7	82.9	68.5	91.9
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GRADE 4 MATHEMATICS

74	60.0	70.7	74.4		54.1	71.6	71.7	90.4
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GRADE 4 READING

39	45.6	70.3	73.8		48.7	71.8	68.8	92.4
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GRADE 4 READING SPANISH

35	68.7	79.1	77.9		77.1	82.9	80.7	91.8
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GRADE 5 MATHEMATICS

82	70.0	78.1	81.4		72.0	90.2	78.3	91.9
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GRADE 5 READING

52	48.1	74.0	79.8		67.3	90.4	79.5	94.1
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GRADE 5 READING SPANISH

30	75.6	82.2	82.2		86.7	93.3	79.8	94.9
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GRADE 5 SCIENCE

52	77.7	80.3	77.0		76.9	78.8	76.5	95.9
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GRADE 5 SCIENCE SPANISH

30	72.3	78.2	84.3		83.3	100.0	73.2	94.7
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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 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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