



School Number 215

ROBERT L. THORNTON 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.

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	25
KN	40
1	22
2	42
3	35
4	44
5	48
ALL	256

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	218	85.2	15	88.2
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	25	9.8	0	0.0
White	1	0.4	1	5.9
Multiple	12	4.7	1	5.9
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	38	14.8
Economically disadvantaged	239	93.4
Limited English proficient (LEP)	8	3.1
Special education	37	14.5
Talented and Gifted (TAG)	59	23.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	29	24	82.8	0	0.0	0	0.0	2	6.9	0	0.0	3	10.3
	2019	34	24	70.6	0	0.0	0	0.0	4	11.8	2	5.9	4	11.8
	2020	25	20	80.0	0	0.0	0	0.0	2	8.0	0	0.0	3	12.0
KN	2018	39	35	89.7	0	0.0	0	0.0	3	7.7	0	0.0	1	2.6
	2019	28	25	89.3	0	0.0	0	0.0	0	0.0	0	0.0	3	10.7
	2020	40	32	80.0	0	0.0	0	0.0	4	10.0	0	0.0	4	10.0
1	2018	54	47	87.0	0	0.0	0	0.0	6	11.1	0	0.0	1	1.9
	2019	39	34	87.2	0	0.0	0	0.0	5	12.8	0	0.0	0	0.0
	2020	22	20	90.9	0	0.0	0	0.0	1	4.5	0	0.0	1	4.5
2	2018	53	44	83.0	0	0.0	0	0.0	9	17.0	0	0.0	0	0.0
	2019	41	36	87.8	0	0.0	0	0.0	5	12.2	0	0.0	0	0.0
	2020	42	36	85.7	0	0.0	0	0.0	5	11.9	1	2.4	0	0.0
3	2018	53	46	86.8	0	0.0	0	0.0	5	9.4	0	0.0	2	3.8
	2019	52	41	78.8	0	0.0	0	0.0	10	19.2	0	0.0	1	1.9
	2020	35	32	91.4	0	0.0	0	0.0	3	8.6	0	0.0	0	0.0
4	2018	71	64	90.1	0	0.0	0	0.0	5	7.0	0	0.0	2	2.8
	2019	42	36	85.7	0	0.0	0	0.0	5	11.9	0	0.0	1	2.4
	2020	44	37	84.1	0	0.0	0	0.0	6	13.6	0	0.0	1	2.3
5	2018	58	55	94.8	0	0.0	0	0.0	2	3.4	1	1.7	0	0.0
	2019	62	56	90.3	0	0.0	0	0.0	5	8.1	0	0.0	1	1.6
	2020	48	41	85.4	0	0.0	0	0.0	4	8.3	0	0.0	3	6.3
PK-5	2018	357	315	88.2	0	0.0	0	0.0	32	9.0	1	0.3	9	2.5
	2019	298	252	84.6	0	0.0	0	0.0	34	11.4	2	0.7	10	3.4
	2020	256	218	85.2	0	0.0	0	0.0	25	9.8	1	0.4	12	4.7

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	29	28	96.6	0	0.0	0	0.0	3	10.3	0	0.0	27	93.1	62.1	37.9	10.3
	2019	34	34	100.0	1	2.9	6	17.6	1	2.9	0	0.0	26	76.5	38.2	61.8	14.7
	2020	25	24	96.0	1	4.0	1	4.0	2	8.0	0	0.0	19	76.0	44.0	56.0	24.0
KN	2018	39	37	94.9	0	0.0	1	2.6	1	2.6	9	23.1	9	23.1	41.0	59.0	0.0
	2019	28	27	96.4	0	0.0	4	14.3	0	0.0	5	17.9	6	21.4	57.1	42.9	0.0
	2020	40	40	100.0	1	2.5	3	7.5	1	2.5	6	15.0	14	35.0	35.0	65.0	2.5
1	2018	54	48	88.9	2	3.7	9	16.7	4	7.4	14	25.9	4	7.4	64.8	35.2	0.0
	2019	39	34	87.2	1	2.6	8	20.5	4	10.3	8	20.5	4	10.3	56.4	43.6	7.7
	2020	22	21	95.5	0	0.0	2	9.1	0	0.0	5	22.7	6	27.3	63.6	36.4	0.0
2	2018	53	48	90.6	5	9.4	9	17.0	6	11.3	11	20.8	5	9.4	54.7	45.3	0.0
	2019	41	36	87.8	0	0.0	7	17.1	3	7.3	15	36.6	3	7.3	73.2	26.8	2.4
	2020	42	39	92.9	1	2.4	8	19.0	6	14.3	8	19.0	7	16.7	57.1	42.9	11.9
3	2018	53	51	96.2	2	3.8	5	9.4	7	13.2	7	13.2	8	15.1	56.6	43.4	0.0
	2019	52	48	92.3	5	9.6	9	17.3	7	13.5	10	19.2	9	17.3	42.3	57.7	0.0
	2020	35	33	94.3	0	0.0	5	14.3	1	2.9	13	37.1	4	11.4	71.4	28.6	2.9
4	2018	71	68	95.8	4	5.6	7	9.9	43	60.6	11	15.5	1	1.4	59.2	40.8	0.0
	2019	42	39	92.9	2	4.8	6	14.3	24	57.1	8	19.0	1	2.4	52.4	47.6	0.0
	2020	44	38	86.4	3	6.8	7	15.9	19	43.2	15	34.1	11	25.0	52.3	47.7	0.0
5	2018	58	54	93.1	1	1.7	7	12.1	34	58.6	12	20.7	9	15.5	58.6	41.4	0.0
	2019	62	58	93.5	4	6.5	5	8.1	44	71.0	10	16.1	0	0.0	61.3	38.7	0.0
	2020	48	44	91.7	2	4.2	11	22.9	9	18.8	12	25.0	5	10.4	60.4	39.6	0.0
PK-5	2018	357	334	93.6	14	3.9	38	10.6	98	27.5	64	17.9	63	17.6	57.1	42.9	0.8
	2019	298	276	92.6	13	4.4	45	15.1	83	27.9	56	18.8	49	16.4	54.7	45.3	3.0
	2020	256	239	93.4	8	3.1	37	14.5	38	14.8	59	23.0	66	25.8	54.7	45.3	5.1

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	39	11,061	36	94.0	10,520	95.1	8	20.8	17.8	34	9,830	88.3	88.9
	2019	29	10,918	26	92.2	10,370	95.0	5	17.4	5.7	22	9,637	76.7	88.3
	2020	38	10,874	35	93.7	10,319	94.9	5	13.2	3.8	31	9,815	82.0	90.3
1	2018	55	11,550	52	94.6	11,055	95.7	10	18.3	16.6	48	10,347	87.9	89.6
	2019	37	11,198	35	93.8	10,715	95.7	3	8.1	5.0	30	10,069	81.0	89.9
	2020	22	11,192	21	92.4	10,678	95.4	3	13.5	3.9	19	10,139	85.2	90.6
2	2018	51	11,864	49	95.8	11,398	96.1	9	17.5	15.9	46	10,717	89.6	90.3
	2019	40	11,232	38	95.0	10,781	96.0	4	10.0	4.8	34	10,169	85.2	90.5
	2020	41	11,070	39	94.7	10,616	95.9	1	2.5	3.2	37	10,175	90.7	91.9
3	2018	52	12,536	50	94.4	12,080	96.4	8	15.3	14.4	45	11,431	85.8	91.2
	2019	49	11,452	46	95.0	11,029	96.3	4	8.2	4.6	41	10,478	84.4	91.5
	2020	33	11,093	31	95.2	10,664	96.1	0	0.0	3.5	31	10,181	94.3	91.8
4	2018	72	12,675	69	95.6	12,235	96.5	8	11.1	14.1	68	11,637	94.4	91.8
	2019	42	12,118	41	96.4	11,690	96.5	1	2.4	4.9	35	11,112	83.3	91.7
	2020	43	11,323	41	95.6	10,902	96.3	2	4.7	3.4	40	10,479	93.4	92.5
5	2018	57	12,498	55	96.6	12,078	96.6	1	1.8	6.1	52	11,513	91.4	92.1
	2019	61	12,193	59	95.7	11,779	96.6	2	3.3	4.5	54	11,300	87.8	92.7
	2020	44	11,957	42	94.8	11,518	96.3	3	6.8	3.2	39	11,098	87.8	92.8
KN-5	2018	326	72,186	310	95.3	69,366	96.1	44	13.5	14.0	293	65,475	89.9	90.7
	2019	258	69,110	245	94.9	66,364	96.0	19	7.4	4.9	216	62,765	83.8	90.8
	2020	221	67,509	209	94.6	64,698	95.8	14	6.3	3.5	197	61,887	89.1	91.7

Teachers: 17

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	15	88.2
Hispanic	0	0.0
White	1	5.9
Multiple	1	5.9
Other	0	0.0

Gender	Number	Percentage
Female	16	94.1
Male	1	5.9

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	9.4	72.4
2018-19	9.2	48.0
2019-20	6.5	55.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	17.6
1	1	5.9
2	0	0.0
3	0	0.0
4	0	0.0
5	1	5.9
1-3	1	5.9
More than 3	13	76.5
1 - 5	2	11.8
6 - 10	2	11.8
11 - 20	7	41.2
More than 20	3	17.6

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

21	70.1	77.0			66.7	78.9		
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GRADE 1 MATHEMATICS

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GRADE 1 READING

21	83.6	90.1			100.0	91.2		
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GRADE 1 READING

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GRADE 2 MATHEMATICS

38	61.9	73.4	76.2		63.2	73.7	76.5	92.3
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GRADE 2 MATHEMATICS

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GRADE 2 READING

37	61.4	74.2	76.3		62.2	73.0	72.1	91.3
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GRADE 2 READING

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GRADE 3 MATHEMATICS

30	66.5	77.7	85.2		66.7	100.0	70.6	90.8
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GRADE 3 MATHEMATICS

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GRADE 3 READING

29	53.1	71.9	77.2		58.6	75.9	62.6	88.7
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GRADE 3 READING

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GRADE 4 LANGUAGE ARTS

42	67.9	77.1	77.6		78.6	88.1	68.3	91.7
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GRADE 4 LANGUAGE ARTS

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GRADE 4 MATHEMATICS

42	65.3	74.6	76.1		71.4	83.3	71.7	90.4
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GRADE 4 MATHEMATICS

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GRADE 4 READING

41	47.9	71.6	77.3		65.9	82.9	68.8	92.4
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GRADE 4 READING

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GRADE 5 MATHEMATICS

37	71.1	78.9	84.2		75.7	100.0	78.3	91.9
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GRADE 5 MATHEMATICS

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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 5 READING

37	53.1	76.5	82.7		81.1	91.9	79.5	94.1
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GRADE 5 SCIENCE

38	74.7	77.6	86.3		78.9	100.0	76.5	95.9
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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 5 READING

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GRADE 5 SCIENCE

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