Campus Data Packet
for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 219

ADELLE TURNER
ELEMENTARY SCHOOL

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	37
KN	45
1	43
2	43
3	46
4	54
5	38
ALL	306

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	266	86.9	17	85.0
American Indian/Alaska Native	3	1.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	24	7.8	0	0.0
White	2	0.7	3	15.0
Multiple	11	3.6	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	56	18.3
Economically disadvantaged	259	84.6
Limited English proficient (LEP)	7	2.3
Special education	35	11.4
Talented and Gifted (TAG)	38	12.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	21	17	81.0	0	0.0	0	0.0	4	19.0	0	0.0	0	0.0
	2019	21	16	76.2	2	9.5	0	0.0	2	9.5	0	0.0	1	4.8
	2020	37	32	86.5	1	2.7	0	0.0	3	8.1	0	0.0	1	2.7
KN	2018	36	31	86.1	0	0.0	1	2.8	3	8.3	1	2.8	0	0.0
	2019	36	31	86.1	0	0.0	0	0.0	3	8.3	0	0.0	2	5.6
	2020	45	38	84.4	2	4.4	0	0.0	2	4.4	0	0.0	3	6.7
1	2018	27	24	88.9	0	0.0	0	0.0	3	11.1	0	0.0	0	0.0
	2019	37	30	81.1	0	0.0	0	0.0	5	13.5	1	2.7	1	2.7
	2020	43	36	83.7	0	0.0	0	0.0	4	9.3	1	2.3	2	4.7
2	2018	57	47	82.5	0	0.0	0	0.0	9	15.8	0	0.0	1	1.8
	2019	30	26	86.7	0	0.0	0	0.0	3	10.0	0	0.0	1	3.3
	2020	43	37	86.0	0	0.0	0	0.0	5	11.6	0	0.0	1	2.3
3	2018	49	42	85.7	0	0.0	0	0.0	6	12.2	0	0.0	1	2.0
	2019	41	37	90.2	0	0.0	0	0.0	3	7.3	0	0.0	1	2.4
	2020	46	42	91.3	0	0.0	0	0.0	2	4.3	0	0.0	2	4.3
4	2018	47	44	93.6	0	0.0	0	0.0	3	6.4	0	0.0	0	0.0
	2019	46	40	87.0	0	0.0	0	0.0	6	13.0	0	0.0	0	0.0
	2020	54	45	83.3	0	0.0	0	0.0	6	11.1	1	1.9	2	3.7
5	2018	53	45	84.9	0	0.0	0	0.0	7	13.2	0	0.0	1	1.9
	2019	49	45	91.8	0	0.0	0	0.0	4	8.2	0	0.0	0	0.0
	2020	38	36	94.7	0	0.0	0	0.0	2	5.3	0	0.0	0	0.0
PK-5	2018	290	250	86.2	0	0.0	1	0.3	35	12.1	1	0.3	3	1.0
	2019	260	225	86.5	2	0.8	0	0.0	26	10.0	1	0.4	6	2.3
	2020	306	266	86.9	3	1.0	0	0.0	24	7.8	2	0.7	11	3.6

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	21	20	95.2	2	9.5	1	4.8	3	14.3	0	0.0	20	95.2	76.2	23.8	4.8
	2019	21	21	100.0	0	0.0	1	4.8	1	4.8	0	0.0	17	81.0	57.1	42.9	19.0
	2020	37	37	100.0	0	0.0	0	0.0	1	2.7	0	0.0	30	81.1	54.1	45.9	21.6
KN	2018	36	30	83.3	1	2.8	1	2.8	2	5.6	0	0.0	14	38.9	50.0	50.0	0.0
	2019	36	27	75.0	2	5.6	4	11.1	2	5.6	3	8.3	17	47.2	69.4	30.6	0.0
	2020	45	37	82.2	0	0.0	3	6.7	2	4.4	0	0.0	23	51.1	48.9	51.1	2.2
1	2018	27	23	85.2	0	0.0	3	11.1	2	7.4	5	18.5	6	22.2	63.0	37.0	3.7
	2019	37	33	89.2	2	5.4	4	10.8	2	5.4	5	13.5	4	10.8	56.8	43.2	2.7
	2020	43	39	90.7	2	4.7	6	14.0	3	7.0	6	14.0	5	11.6	67.4	32.6	0.0
2	2018	57	45	78.9	5	8.8	8	14.0	9	15.8	11	19.3	6	10.5	56.1	43.9	5.3
	2019	30	26	86.7	0	0.0	4	13.3	3	10.0	4	13.3	6	20.0	73.3	26.7	6.7
	2020	43	35	81.4	2	4.7	5	11.6	5	11.6	6	14.0	9	20.9	53.5	46.5	0.0
3	2018	49	39	79.6	0	0.0	6	12.2	3	6.1	8	16.3	6	12.2	44.9	55.1	0.0
	2019	41	29	70.7	2	4.9	4	9.8	7	17.1	13	31.7	4	9.8	56.1	43.9	0.0
	2020	46	41	89.1	0	0.0	6	13.0	2	4.3	10	21.7	11	23.9	60.9	39.1	0.0
4	2018	47	38	80.9	1	2.1	8	17.0	15	31.9	9	19.1	7	14.9	53.2	46.8	0.0
	2019	46	40	87.0	0	0.0	4	8.7	20	43.5	6	13.0	8	17.4	43.5	56.5	0.0
	2020	54	42	77.8	3	5.6	10	18.5	30	55.6	12	22.2	13	24.1	53.7	46.3	0.0
5	2018	53	45	84.9	2	3.8	7	13.2	32	60.4	12	22.6	8	15.1	60.4	39.6	1.9
	2019	49	37	75.5	1	2.0	12	24.5	29	59.2	16	32.7	9	18.4	55.1	44.9	0.0
	2020	38	28	73.7	0	0.0	5	13.2	13	34.2	4	10.5	7	18.4	34.2	65.8	0.0
PK-5	2018	290	240	82.8	11	3.8	34	11.7	66	22.8	45	15.5	67	23.1	55.9	44.1	2.1
	2019	260	213	81.9	7	2.7	33	12.7	64	24.6	47	18.1	65	25.0	57.7	42.3	2.7
	2020	306	259	84.6	7	2.3	35	11.4	56	18.3	38	12.4	98	32.0	53.6	46.4	2.9

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	37	11,061	35	95.6	10,520	95.1	11	30.1	17.8	34	9,830	93.0	88.9
	2019	36	10,918	34	93.8	10,370	95.0	6	16.5	5.7	31	9,637	85.0	88.3
	2020	43	10,874	40	93.1	10,319	94.9	2	4.7	3.8	34	9,815	79.7	90.3
1	2018	27	11,550	26	95.7	11,055	95.7	4	14.6	16.6	26	10,347	95.2	89.6
	2019	35	11,198	33	94.8	10,715	95.7	1	2.9	5.0	30	10,069	86.3	89.9
	2020	42	11,192	40	94.0	10,678	95.4	4	9.5	3.9	35	10,139	83.2	90.6
2	2018	57	11,864	54	95.5	11,398	96.1	7	12.3	15.9	50	10,717	87.8	90.3
	2019	31	11,232	30	95.5	10,781	96.0	2	6.5	4.8	27	10,169	87.1	90.5
	2020	40	11,070	38	95.6	10,616	95.9	4	10.0	3.2	35	10,175	87.2	91.9
3	2018	49	12,536	48	96.9	12,080	96.4	5	10.1	14.4	48	11,431	97.2	91.2
	2019	43	11,452	42	96.7	11,029	96.3	5	11.6	4.6	38	10,478	88.2	91.5
	2020	39	11,093	38	96.8	10,664	96.1	6	15.3	3.5	33	10,181	84.2	91.8
4	2018	48	12,675	46	96.6	12,235	96.5	4	8.4	14.1	45	11,637	94.6	91.8
	2019	43	12,118	42	97.4	11,690	96.5	3	6.9	4.9	41	11,112	94.3	91.7
	2020	51	11,323	49	96.3	10,902	96.3	4	7.9	3.4	43	10,479	85.1	92.5
5	2018	52	12,498	51	96.8	12,078	96.6	3	5.7	6.1	49	11,513	93.6	92.1
	2019	46	12,193	44	96.6	11,779	96.6	2	4.4	4.5	41	11,300	89.3	92.7
	2020	35	11,957	34	96.7	11,518	96.3	4	11.5	3.2	30	11,098	86.5	92.8
KN-5	2018	270	72,186	260	96.2	69,366	96.1	34	12.6	14.0	252	65,475	93.3	90.7
	2019	235	69,110	225	95.9	66,364	96.0	19	8.1	4.9	208	62,765	88.6	90.8
	2020	249	67,509	238	95.4	64,698	95.8	24	9.6	3.5	210	61,887	84.2	91.7

Teachers: 20

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	17	85.0
Hispanic	0	0.0
White	3	15.0
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	16	80.0
Male	4	20.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	9.9	66.7
2018-19	6.7	63.6
2019-20	5.7	58.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	2	10.0
2	2	10.0
3	2	10.0
4	0	0.0
5	2	10.0
1-3	6	30.0
More than 3	14	70.0
1 - 5	8	40.0
6 - 10	1	5.0
11 - 20	4	20.0
More than 20	7	35.0

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
	Beginning	2	33.3	2	33.3	3	60.0	3	50.0	2	40.0
ALL	**Intermediate**	1	16.7	3	50.0	1	20.0	1	16.7	2	40.0
(6)	**Advanced**	3	50.0	1	16.7	1	20.0	1	16.7	1	20.0
	Advanced High	0	0.0	0	0.0	0	0.0	1	16.7	0	0.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
	Beginning	2			
5	**Intermediate**	0	2		
0 (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

Elementary School Exams

GRADE 1 MATHEMATICS

40	64.3	72.5			57.5		78.9	

GRADE 1 MATHEMATICS

GRADE 1 READING

41	75.6	85.4			90.2		91.2	

GRADE 1 READING

GRADE 2 MATHEMATICS

40	58.1	70.8	82.3		52.5	95.0	76.5	92.3

GRADE 2 MATHEMATICS

GRADE 2 READING

41	57.8	71.9	82.1		58.5	92.7	72.1	91.3

GRADE 2 READING

GRADE 3 MATHEMATICS

34	44.5	63.0	75.7		35.3	73.5	70.6	90.8

GRADE 3 MATHEMATICS

GRADE 3 READING

38	47.4	68.4	72.9		47.4	68.4	62.6	88.7

GRADE 3 READING

GRADE 4 LANGUAGE ARTS

42	62.0	72.9	72.2		69.0	52.4	68.3	91.7

GRADE 4 LANGUAGE ARTS

GRADE 4 MATHEMATICS

41	61.6	71.9	71.5		58.5	61.0	71.7	90.4

GRADE 4 MATHEMATICS

GRADE 4 READING

43	55.1	75.5	76.2		69.8	76.7	68.8	92.4

GRADE 4 READING

GRADE 5 MATHEMATICS

34	72.7	80.0	76.7		76.5	73.5	78.3	91.9

GRADE 5 MATHEMATICS

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

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
34	49.5	74.7	79.9		76.5	91.2	79.5	94.1

GRADE 5 SCIENCE

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
35	64.8	68.9	81.1		51.4	94.3	76.5	95.9

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

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

GRADE 5 SCIENCE

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