



School Number 384

SUDIE L. WILLIAMS TALENTED AND GIFTED ACADEMY

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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
4	74
5	87
6	86
7	78
ALL	325

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	20	6.2	5	23.8
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	6	1.8	*	*
Hispanic	137	42.2	5	23.8
White	137	42.2	11	52.4
Multiple	25	7.7	0	0.0
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	67	20.6
Economically disadvantaged	117	36.0
Limited English proficient (LEP)	58	17.8
Special education	14	4.3
Talented and Gifted (TAG)	242	74.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
4	2018													
	2019	78	6	7.7	0	0.0	2	2.6	18	23.1	46	59.0	6	7.7
	2020	74	2	2.7	0	0.0	1	1.4	18	24.3	45	60.8	8	10.8
5	2018													
	2019	54	5	9.3	0	0.0	3	5.6	26	48.1	16	29.6	4	7.4
	2020	87	4	4.6	0	0.0	2	2.3	26	29.9	47	54.0	8	9.2
4-5	2018													
	2019	132	11	8.3	0	0.0	5	3.8	44	33.3	62	47.0	10	7.6
	2020	161	6	3.7	0	0.0	3	1.9	44	27.3	92	57.1	16	9.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2018													
	2019	70	7	10.0	0	0.0	2	2.9	43	61.4	17	24.3	1	1.4
	2020	86	6	7.0	0	0.0	2	2.3	48	55.8	23	26.7	7	8.1
7	2018													
	2019													
	2020	78	8	10.3	0	0.0	1	1.3	45	57.7	22	28.2	2	2.6
6-8	2018													
	2019	70	7	10.0	0	0.0	2	2.9	43	61.4	17	24.3	1	1.4
	2020	164	14	8.5	0	0.0	3	1.8	93	56.7	45	27.4	9	5.5

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	
4	2018																
	2019	78	12	15.4	6	7.7	5	6.4	8	10.3	49	62.8	20	25.6	57.7	42.3	0.0
	2020	74	14	18.9	4	5.4	5	6.8	5	6.8	64	86.5	10	13.5	63.5	36.5	0.0
5	2018																
	2019	54	26	48.1	13	24.1	4	7.4	15	27.8	36	66.7	12	22.2	51.9	48.1	0.0
	2020	87	18	20.7	10	11.5	5	5.7	12	13.8	76	87.4	0	0.0	64.4	35.6	0.0
4-5	2018																
	2019	132	38	28.8	19	14.4	9	6.8	23	17.4	85	64.4	32	24.2	55.3	44.7	0.0
	2020	161	32	19.9	14	8.7	10	6.2	17	10.6	140	87.0	10	6.2	64.0	36.0	0.0

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	70	41	58.6	19	27.1	1	1.4	19	27.1	42	60.0	9	12.9	42.9	57.1	0.0
	2020	86	43	50.0	25	29.1	3	3.5	28	32.6	60	69.8	5	5.8	48.8	51.2	0.0
7	2018																
	2019																
	2020	78	42	53.8	19	24.4	1	1.3	22	28.2	42	53.8	7	9.0	44.9	55.1	0.0
6-8	2018																
	2019	70	41	58.6	19	27.1	1	1.4	19	27.1	42	60.0	9	12.9	42.9	57.1	0.0
	2020	164	85	51.8	44	26.8	4	2.4	50	30.5	102	62.2	12	7.3	47.0	53.0	0.0

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
4	2018		12,675			12,235	96.5			14.1		11,637		91.8
	2019	77	12,118	75	97.3	11,690	96.5	1	1.3	4.9	77	11,112	99.5	91.7
	2020	74	11,323	72	96.6	10,902	96.3	0	0.0	3.4	73	10,479	98.6	92.5
5	2018		12,498			12,078	96.6			6.1		11,513		92.1
	2019	54	12,193	52	97.2	11,779	96.6	3	5.6	4.5	54	11,300	100.0	92.7
	2020	87	11,957	84	96.3	11,518	96.3	0	0.0	3.2	86	11,098	98.4	92.8
4-5	2018		72,186			69,366	96.1			14.0		65,475		90.7
	2019	131	69,110	128	97.3	66,364	96.0	4	3.0	4.9	131	62,765	99.8	90.8
	2020	161	67,509	156	96.5	64,698	95.8	0	0.0	3.5	159	61,887	98.5	91.7

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	70	11,096	68	97.7	10,690	96.3	0	0.0	6.1	70	9,953	100.0	89.7
	2020	87	11,110	83	96.1	10,711	96.4	0	0.0	4.2	86	10,111	99.1	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	78	10,970	75	96.4	10,532	96.0	0	0.0	6.1	78	9,871	100.0	90.0
6-8	2018		31,743			30,374	95.7			14.2		28,312		89.2
	2019	70	31,974	68	97.7	30,622	95.8	0	0.0	7.7	70	28,099	100.0	87.9
	2020	165	32,404	159	96.2	31,100	96.0	0	0.0	5.8	164	29,137	99.5	89.9

Teachers: 21

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	5	23.8
Hispanic	5	23.8
White	11	52.4
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	15	71.4
Male	6	28.6

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18		
2018-19	3.4	
2019-20	3.3	73.3

YEARS EXPERIENCE


Years	Number	Percentage
Beginning (0)	3	14.3
1	3	14.3
2	0	0.0
3	4	19.0
4	2	9.5
5	2	9.5
1-3	7	33.3
More than 3	11	52.4
1 - 5	11	52.4
6 - 10	6	28.6
11 - 20	0	0.0
More than 20	1	4.8

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (10)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	10.0	0	0.0	0	0.0	0	0.0
	Advanced	1	10.0	7	70.0	3	30.0	0	0.0	1	10.0
	Advanced High	9	90.0	2	20.0	7	70.0	10	100.0	9	90.0
6 (24)	Beginning	0	0.0	1	4.2	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	7	29.2	0	0.0	0	0.0	1	5.3
	Advanced	4	16.7	13	54.2	6	31.6	3	12.5	6	31.6
	Advanced High	20	83.3	3	12.5	13	68.4	21	87.5	12	63.2
7 (19)	Beginning	0	0.0	2	10.5	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	10	52.6	2	10.5	0	0.0	2	10.5
	Advanced	0	0.0	7	36.8	7	36.8	3	15.8	10	52.6
	Advanced High	19	100.0	0	0.0	10	52.6	16	84.2	7	36.8
ALL (57)	Beginning	0	0.0	3	5.3	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	19	33.3	2	3.8	0	0.0	3	5.8
	Advanced	7	12.3	29	50.9	17	32.7	7	12.3	19	36.5
	Advanced High	50	87.7	6	10.5	33	63.5	50	87.7	30	57.7

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
9 8 (88.9%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	0	1	7	
24 11 (45.8%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	6	
	Advanced High	0	0	11	
19 7 (36.8%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	0	10	
	Advanced High	0	0	7	
55 28 (50.9%)	Beginning	0			
	Intermediate	0	3		
	Advanced	0	0	18	
	Advanced High	0	1	27	

 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

52	75.0	83.3	91.9	92.8	92.3	100.0	76.1	90.2
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SPANISH I

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Middle School Exams

MATHEMATICS 6 PRE-AP

86	70.7	80.5	90.3	91.4	87.2	100.0	72.9	97.2
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MATHEMATICS 6 PRE-AP

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MATHEMATICS 7 PRE-AP

78	67.3	79.1	85.8	86.6	76.9	100.0	69.8	93.0
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MATHEMATICS 7 PRE-AP

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MS ART I STUDIO

90	79.2	88.0	95.5	96.4	100.0	100.0	74.7	98.0
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MS ART I STUDIO

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PHYSICAL EDUCATION 6

85	75.8	85.5	100.0	101.6	98.8	100.0	76.5	99.6
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PHYSICAL EDUCATION 6

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PHYSICAL EDUCATION 7 & 8

38	78.2	86.9	99.1	100.4	100.0	100.0	80.9	98.6
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PHYSICAL EDUCATION 7 & 8

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READING LANGUAGE ARTS 6 PRE-AP

86	72.7	82.6	91.3	92.3	94.2	100.0	81.2	97.5
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READING LANGUAGE ARTS 6 PRE-AP

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READING LANGUAGE ARTS 7 PRE-AP

78	71.8	82.0	90.1	91.0	94.9	100.0	83.1	96.8
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READING LANGUAGE ARTS 7 PRE-AP

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SCIENCE 6 PRE-AP

86	73.8	83.3	94.7	96.0	90.7	100.0	75.3	98.1
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SCIENCE 6 PRE-AP

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SCIENCE 7 PRE-AP

78	75.1	83.0	93.7	94.9	93.6	100.0	84.8	98.0
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SCIENCE 7 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

TEXAS STUDIES 7 PRE-AP

78	64.7	78.4	90.3	91.6	78.2	100.0	74.6	96.6
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WORLD CULTURES 6 PRE-AP

86	68.3	81.0	92.3	93.6	89.5	100.0	74.9	97.1
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Elementary School Exams

GRADE 4 LANGUAGE ARTS

74	89.8	92.7	92.9		98.6	100.0	68.3	91.7
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GRADE 4 MATHEMATICS

74	89.4	92.3	93.3		98.6	100.0	71.7	90.4
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GRADE 4 READING

74	77.6	87.8	92.6		98.6	100.0	68.8	92.4
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GRADE 5 MATHEMATICS

87	88.3	91.5	92.5		98.9	100.0	78.3	91.9
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GRADE 5 READING

87	75.4	87.7	91.3		98.9	100.0	79.5	94.1
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GRADE 5 SCIENCE

87	87.4	88.9	92.9		97.7	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

TEXAS STUDIES 7 PRE-AP

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WORLD CULTURES 6 PRE-AP

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GRADE 4 LANGUAGE ARTS

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GRADE 4 MATHEMATICS

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GRADE 4 READING

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GRADE 5 MATHEMATICS

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GRADE 5 READING

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GRADE 5 SCIENCE

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