



School Number 828

K.B. POLK CENTER FOR TALENTED AND GIFTED

Statistics based only on students in the choice program

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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 statistics are not available for programs within a campus or for “zoned only” students. See statistics for whole campus in main campus packet.

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.”

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	25
5	28
ALL	53

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	12	22.6		
American Indian/Alaska Native	1	1.9		
Asian/Hawaiian/Pacific Islander	1	1.9		
Hispanic	35	66.0		
White	3	5.7		
Multiple	0	0.0		
Other* (teachers only)	—	—		
Not reported (students only)	0	0.0		

*Teacher statistics not available for programs within a campus or for “zoned only” students. See statistics for whole campus in main campus packet.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	28	52.8
Economically disadvantaged	45	84.9
Limited English proficient (LEP)	26	49.1
Special education	1	1.9
Talented and Gifted (TAG)	25	47.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
4	2018	19	1	5.3	0	0.0	1	5.3	16	84.2	1	5.3	0	0.0
	2019													
	2020	25	7	28.0	0	0.0	1	4.0	14	56.0	2	8.0	0	0.0
5	2018	21	4	19.0	0	0.0	0	0.0	13	61.9	4	19.0	0	0.0
	2019	10	0	0.0	0	0.0	1	10.0	9	90.0	0	0.0	0	0.0
	2020	28	5	17.9	1	3.6	0	0.0	21	75.0	1	3.6	0	0.0
4-5	2018	40	5	12.5	0	0.0	1	2.5	29	72.5	5	12.5	0	0.0
	2019	10	0	0.0	0	0.0	1	10.0	9	90.0	0	0.0	0	0.0
	2020	53	12	22.6	1	1.9	1	1.9	35	66.0	3	5.7	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	
4	2018	19	15	78.9	14	73.7	1	5.3	14	73.7	12	63.2	1	5.3	78.9	21.1	0.0
	2019																
	2020	25	19	76.0	11	44.0	1	4.0	12	48.0	15	60.0	3	12.0	56.0	44.0	0.0
5	2018	21	18	85.7	7	33.3	2	9.5	7	33.3	19	90.5	1	4.8	57.1	42.9	0.0
	2019	10	7	70.0	7	70.0	1	10.0	0	0.0	7	70.0	0	0.0	80.0	20.0	0.0
	2020	28	26	92.9	15	53.6	0	0.0	16	57.1	10	35.7	3	10.7	60.7	39.3	0.0
4-5	2018	40	33	82.5	21	52.5	3	7.5	21	52.5	31	77.5	2	5.0	67.5	32.5	0.0
	2019	10	7	70.0	7	70.0	1	10.0	0	0.0	7	70.0	0	0.0	80.0	20.0	0.0
	2020	53	45	84.9	26	49.1	1	1.9	28	52.8	25	47.2	6	11.3	58.5	41.5	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	19	12,675	18	97.6	12,235	96.5	0	0.0	14.1	19	11,637	100.0	91.8
	2019		12,118			11,690	96.5			4.9		11,112		91.7
	2020	25	11,323	24	96.8	10,902	96.3	0	0.0	3.4	25	10,479	100.0	92.5
5	2018	22	12,498	21	97.4	12,078	96.6	0	0.0	6.1	21	11,513	97.0	92.1
	2019	9	12,193	9	97.0	11,779	96.6	0	0.0	4.5	10	11,300	100.0	92.7
	2020	29	11,957	28	96.9	11,518	96.3	0	0.0	3.2	28	11,098	97.8	92.8
4-5	2018	41	72,186	40	97.5	69,366	96.1	0	0.0	14.0	40	65,475	98.7	90.7
	2019	9	69,110	9	97.0	66,364	96.0	0	0.0	4.9	10	62,765	100.0	90.8
	2020	54	67,509	52	96.9	64,698	95.8	0	0.0	3.5	53	61,887	98.9	91.7

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2020 Level	N	%	N	%	N	%	N	%	N	%
4 (11)	Beginning	0	0.0	1	9.1	0	0.0	0	0.0	0	0.0
	Intermediate	2	18.2	4	36.4	0	0.0	3	27.3	0	0.0
	Advanced	6	54.5	4	36.4	0	0.0	5	45.5	0	0.0
	Advanced High	3	27.3	2	18.2	0	0.0	3	27.3	0	0.0
5 (15)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	3	20.0	4	26.7	0	0.0	2	13.3	0	0.0
	Advanced	5	33.3	10	66.7	0	0.0	4	26.7	0	0.0
	Advanced High	7	46.7	1	6.7	0	0.0	9	60.0	0	0.0
ALL (26)	Beginning	0	0.0	1	3.8	0	0.0	0	0.0	0	0.0
	Intermediate	5	19.2	8	30.8	0	0.0	5	19.2	0	0.0
	Advanced	11	42.3	14	53.8	0	0.0	9	34.6	0	0.0
	Advanced High	10	38.5	3	11.5	0	0.0	12	46.2	0	0.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
11 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
15 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
26 0 (0.0%)	Beginning	0			
	Intermediate	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 4 LANGUAGE ARTS

20	72.6	80.5	88.6		90.0	100.0	68.3	91.7
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GRADE 4 LANGUAGE ARTS SPANISH

4	*	*	*		*	*	68.5	*
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GRADE 4 MATHEMATICS

24	80.3	85.6	88.9		95.8	100.0	71.7	90.4
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GRADE 4 READING

20	60.0	78.2	88.7		85.0	100.0	68.8	92.4
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GRADE 4 READING SPANISH

4	*	*	*		*	*	80.7	*
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GRADE 5 MATHEMATICS

29	79.6	85.1	91.3		96.6	100.0	78.3	91.9
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GRADE 5 READING

23	59.7	79.8	89.5		91.3	100.0	79.5	94.1
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GRADE 5 READING SPANISH

6	78.8	84.5	87.3		100.0	100.0	79.8	94.9
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GRADE 5 SCIENCE

23	84.9	86.6	89.5		91.3	100.0	76.5	95.9
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GRADE 5 SCIENCE SPANISH

6	84.0	87.3	86.3		100.0	100.0	73.2	94.7
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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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