Campus Data Packet for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 101

JOHN Q. ADAMS ELEMENTARY SCHOOL

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JOHN Q. ADAMS ELEMENTARY SCHOOL (101)   **2**

September 3, 2020   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_CONTENTS   2020-21 Data Packet

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	76
KN	83
1	80
2	105
3	80
4	114
5	111
ALL	649

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	28	4.3	6	16.2
American Indian/Alaska Native	4	0.6	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	601	92.6	23	62.2
White	7	1.1	6	16.2
Multiple	9	1.4	1	2.7
Other* (teachers only)	—	—	1	2.7
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	443	68.3
Economically disadvantaged	620	95.5
Limited English proficient (LEP)	422	65.0
Special education	68	10.5
Talented and Gifted (TAG)	107	16.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	75	4	5.3	0	0.0	0	0.0	71	94.7	0	0.0	0	0.0
	2019	78	2	2.6	0	0.0	0	0.0	76	97.4	0	0.0	0	0.0
	2020	76	3	3.9	1	1.3	0	0.0	71	93.4	0	0.0	1	1.3
KN	2018	110	6	5.5	0	0.0	1	0.9	101	91.8	2	1.8	0	0.0
	2019	77	4	5.2	0	0.0	0	0.0	72	93.5	1	1.3	0	0.0
	2020	83	4	4.8	0	0.0	0	0.0	75	90.4	2	2.4	2	2.4
1	2018	87	5	5.7	0	0.0	0	0.0	80	92.0	2	2.3	0	0.0
	2019	104	4	3.8	0	0.0	0	0.0	100	96.2	0	0.0	0	0.0
	2020	80	3	3.8	0	0.0	0	0.0	77	96.3	0	0.0	0	0.0
2	2018	110	3	2.7	2	1.8	0	0.0	103	93.6	2	1.8	0	0.0
	2019	78	2	2.6	0	0.0	0	0.0	73	93.6	2	2.6	1	1.3
	2020	105	4	3.8	0	0.0	0	0.0	101	96.2	0	0.0	0	0.0
3	2018	122	6	4.9	1	0.8	0	0.0	110	90.2	3	2.5	2	1.6
	2019	122	3	2.5	3	2.5	0	0.0	114	93.4	2	1.6	0	0.0
	2020	80	3	3.8	0	0.0	0	0.0	74	92.5	2	2.5	1	1.3
4	2018	141	6	4.3	1	0.7	0	0.0	132	93.6	2	1.4	0	0.0
	2019	127	4	3.1	1	0.8	0	0.0	117	92.1	2	1.6	3	2.4
	2020	114	7	6.1	2	1.8	0	0.0	103	90.4	1	0.9	1	0.9
5	2018	98	5	5.1	1	1.0	0	0.0	90	91.8	2	2.0	0	0.0
	2019	130	4	3.1	1	0.8	0	0.0	124	95.4	1	0.8	0	0.0
	2020	111	4	3.6	1	0.9	0	0.0	100	90.1	2	1.8	4	3.6
PK-5	2018	743	35	4.7	5	0.7	1	0.1	687	92.5	13	1.7	2	0.3
	2019	716	23	3.2	5	0.7	0	0.0	676	94.4	8	1.1	4	0.6
	2020	649	28	4.3	4	0.6	0	0.0	601	92.6	7	1.1	9	1.4

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	75	68	90.7	52	69.3	5	6.7	54	72.0	0	0.0	69	92.0	46.7	53.3	14.7
	2019	78	78	100.0	57	73.1	1	1.3	8	10.3	0	0.0	76	97.4	53.8	46.2	2.6
	2020	76	75	98.7	49	64.5	2	2.6	48	63.2	0	0.0	69	90.8	55.3	44.7	10.5
KN	2018	110	106	96.4	74	67.3	5	4.5	78	70.9	9	8.2	28	25.5	54.5	45.5	0.0
	2019	77	71	92.2	48	62.3	8	10.4	45	58.4	7	9.1	13	16.9	45.5	54.5	1.3
	2020	83	83	100.0	54	65.1	2	2.4	53	63.9	10	12.0	12	14.5	50.6	49.4	0.0
1	2018	87	81	93.1	59	67.8	5	5.7	64	73.6	8	9.2	7	8.0	48.3	51.7	1.1
	2019	104	100	96.2	73	70.2	5	4.8	74	71.2	15	14.4	4	3.8	50.0	50.0	5.8
	2020	80	74	92.5	47	58.8	8	10.0	45	56.3	15	18.8	8	10.0	50.0	50.0	1.3
2	2018	110	104	94.5	79	71.8	9	8.2	84	76.4	18	16.4	7	6.4	46.4	53.6	0.9
	2019	78	74	94.9	55	70.5	7	9.0	55	70.5	14	17.9	2	2.6	44.9	55.1	2.6
	2020	105	102	97.1	72	68.6	9	8.6	73	69.5	15	14.3	8	7.6	50.5	49.5	1.0
3	2018	122	118	96.7	75	61.5	14	11.5	77	63.1	26	21.3	8	6.6	50.8	49.2	0.0
	2019	122	122	100.0	83	68.0	19	15.6	83	68.0	23	18.9	7	5.7	50.8	49.2	1.6
	2020	80	73	91.3	54	67.5	13	16.3	53	66.3	15	18.8	5	6.3	45.0	55.0	0.0
4	2018	141	140	99.3	92	65.2	12	8.5	108	76.6	28	19.9	10	7.1	50.4	49.6	0.7
	2019	127	122	96.1	81	63.8	14	11.0	94	74.0	27	21.3	6	4.7	48.0	52.0	0.8
	2020	114	110	96.5	77	67.5	21	18.4	90	78.9	26	22.8	4	3.5	53.5	46.5	0.0
5	2018	98	96	98.0	65	66.3	19	19.4	85	86.7	18	18.4	3	3.1	48.0	52.0	1.0
	2019	130	127	97.7	87	66.9	14	10.8	107	82.3	30	23.1	6	4.6	50.0	50.0	3.1
	2020	111	103	92.8	69	62.2	13	11.7	81	73.0	26	23.4	4	3.6	45.9	54.1	0.9
PK-5	2018	743	713	96.0	496	66.8	69	9.3	550	74.0	107	14.4	132	17.8	49.5	50.5	2.0
	2019	716	694	96.9	484	67.6	68	9.5	466	65.1	116	16.2	114	15.9	49.2	50.8	2.5
	2020	649	620	95.5	422	65.0	68	10.5	443	68.3	107	16.5	110	16.9	50.1	49.9	1.7

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
KN	2018	107	11,061	102	95.1	10,520	95.1	14	13.1	17.8	99	9,830	92.6	88.9
	2019	78	10,918	74	95.0	10,370	95.0	3	3.9	5.7	75	9,637	96.3	88.3
	2020	83	10,874	79	95.7	10,319	94.9	3	3.6	3.8	81	9,815	97.8	90.3
1	2018	88	11,550	85	96.9	11,055	95.7	7	7.9	16.6	81	10,347	91.8	89.6
	2019	106	11,198	101	95.7	10,715	95.7	3	2.8	5.0	99	10,069	93.7	89.9
	2020	78	11,192	75	96.0	10,678	95.4	1	1.3	3.9	75	10,139	96.0	90.6
2	2018	107	11,864	104	96.9	11,398	96.1	16	14.9	15.9	102	10,717	95.2	90.3
	2019	80	11,232	77	96.7	10,781	96.0	1	1.2	4.8	76	10,169	94.8	90.5
	2020	104	11,070	100	95.8	10,616	95.9	0	0.0	3.2	97	10,175	93.3	91.9
3	2018	123	12,536	118	96.5	12,080	96.4	12	9.8	14.4	112	11,431	91.3	91.2
	2019	120	11,452	116	96.6	11,029	96.3	1	0.8	4.6	114	10,478	94.9	91.5
	2020	80	11,093	77	96.3	10,664	96.1	2	2.5	3.5	76	10,181	95.1	91.8
4	2018	140	12,675	135	96.5	12,235	96.5	10	7.1	14.1	132	11,637	94.2	91.8
	2019	125	12,118	121	96.6	11,690	96.5	1	0.8	4.9	120	11,112	96.0	91.7
	2020	118	11,323	114	96.9	10,902	96.3	3	2.5	3.4	110	10,479	93.4	92.5
5	2018	102	12,498	97	95.8	12,078	96.6	2	2.0	6.1	91	11,513	89.6	92.1
	2019	129	12,193	125	96.6	11,779	96.6	2	1.5	4.5	123	11,300	95.1	92.7
	2020	115	11,957	111	96.6	11,518	96.3	3	2.6	3.2	105	11,098	91.6	92.8
KN-5	2018	667	72,186	642	96.3	69,366	96.1	61	9.2	14.0	617	65,475	92.6	90.7
	2019	638	69,110	614	96.3	66,364	96.0	11	1.7	4.9	607	62,765	95.1	90.8
	2020	577	67,509	555	96.2	64,698	95.8	12	2.1	3.5	544	61,887	94.3	91.7

Teachers: 37

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	6	16.2
Hispanic	23	62.2
White	6	16.2
Multiple	1	2.7
Other	1	2.7

Gender	Number	Percentage
Female	31	83.8
Male	6	16.2

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.5	73.3
2018-19	8.5	67.4
2019-20	5.2	72.1

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	8.1
1	4	10.8
2	2	5.4
3	2	5.4
4	4	10.8
5	3	8.1
1-3	8	21.6
More than 3	26	70.3
1 - 5	15	40.5
6 - 10	5	13.5
11 - 20	8	21.6
More than 20	6	16.2

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (54)	Beginning	33	61.1	44	81.5	54	100.0	53	98.1	44	81.5
	Intermediate	16	29.6	8	14.8	0	0.0	1	1.9	10	18.5
	Advanced	5	9.3	2	3.7	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 (46)	Beginning	3	6.5	9	19.6	35	76.1	22	47.8	8	17.4
	Intermediate	8	17.4	8	17.4	9	19.6	17	37.0	30	65.2
	Advanced	18	39.1	18	39.1	1	2.2	2	4.3	7	15.2
	Advanced High	17	37.0	11	23.9	1	2.2	5	10.9	1	2.2
2 (71)	Beginning	6	8.5	13	18.3	18	50.0	18	34.6	6	16.7
	Intermediate	31	43.7	43	60.6	8	22.2	26	50.0	20	55.6
	Advanced	31	43.7	9	12.7	9	25.0	7	13.5	10	27.8
	Advanced High	3	4.2	6	8.5	1	2.8	1	1.9	0	0.0
3 (52)	Beginning	1	1.9	9	17.3	1	8.3	16	33.3	0	0.0
	Intermediate	10	19.2	22	42.3	8	66.7	20	41.7	6	50.0
	Advanced	25	48.1	9	17.3	3	25.0	8	16.7	5	41.7
	Advanced High	16	30.8	12	23.1	0	0.0	4	8.3	1	8.3
4 (75)	Beginning	7	9.6	14	19.2	5	27.8	18	24.7	2	12.5
	Intermediate	36	49.3	37	50.7	7	38.9	28	38.4	6	37.5
	Advanced	23	31.5	22	30.1	6	33.3	13	17.8	8	50.0
	Advanced High	7	9.6	0	0.0	0	0.0	14	19.2	0	0.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
–	Beginning	–			
	Intermediate	–		–	
–	Advanced	–	–	–	
	Advanced High	–	–	–	
42	Beginning	6			
	Intermediate	15	13		
21 (50.0%)	Advanced	1	4	2	
	Advanced High	0	1	0	
68	Beginning	3			
	Intermediate	5	15		
12 (17.6%)	Advanced	6	1	3	
	Advanced High	0	0	0	
49	Beginning	0			
	Intermediate	1	4		
6 (12.2%)	Advanced	0	4	1	
	Advanced High	0	0	1	
72	Beginning	2			
	Intermediate	0	6		
1 (1.4%)	Advanced	0	1	7	
	Advanced High	0	0	0	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (68)	Beginning	6	8.8	9	13.2	9	36.0	7	10.6	3	13.0
	Intermediate	22	32.4	29	42.6	8	32.0	18	27.3	10	43.5
	Advanced	19	27.9	25	36.8	6	24.0	18	27.3	6	26.1
	Advanced High	21	30.9	5	7.4	2	8.0	23	34.8	4	17.4
ALL (366)	Beginning	56	15.4	98	26.9	122	63.9	134	39.5	63	33.7
	Intermediate	123	33.8	147	40.4	40	20.9	110	32.4	82	43.9
	Advanced	121	33.2	85	23.4	25	13.1	48	14.2	36	19.3
	Advanced High	64	17.6	34	9.3	4	2.1	47	13.9	6	3.2

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
68 **9 (13.2%)**	Beginning		3		
	Intermediate	2		8	
	Advanced	0	3		3
	Advanced High	0	0		4
299 **49 (16.4%)**	Beginning		14		
	Intermediate	23		46	
	Advanced	7	13		16
	Advanced High	0	1		5

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

Elementary School Exams

GRADE 1 MATHEMATICS

76	63.7	72.1			55.3		78.9	

GRADE 1 READING

22	60.2	76.1			72.7		91.2	

GRADE 1 READING SPANISH

54	71.8	81.2			79.6		89.5	

GRADE 2 MATHEMATICS

100	64.2	75.0	86.4		67.0	99.0	76.5	92.3

GRADE 2 READING

31	59.5	73.0	86.3		58.1	100.0	72.1	91.3

GRADE 2 READING SPANISH

69	68.0	76.0	86.9		69.6	100.0	75.1	92.0

GRADE 3 MATHEMATICS

70	57.1	71.4	83.3		55.7	98.6	70.6	90.8

GRADE 3 MATHEMATICS SPANISH

2	*	*	*		*	*	57.0	*

GRADE 3 READING

29	41.0	64.6	77.2		34.5	96.6	62.6	88.7

GRADE 3 READING SPANISH

43	37.1	62.3	73.6		20.9	79.1	57.7	88.7

SEMESTER 2 TESTS

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

GRADE 1 MATHEMATICS

GRADE 1 READING

GRADE 1 READING SPANISH

GRADE 2 MATHEMATICS

GRADE 2 READING

GRADE 2 READING SPANISH

GRADE 3 MATHEMATICS

GRADE 3 MATHEMATICS SPANISH

GRADE 3 READING

GRADE 3 READING SPANISH

SEMESTER 1 TESTS

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

GRADE 4 LANGUAGE ARTS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
35	61.5	72.5	83.8		62.9	97.1	68.3	91.7

GRADE 4 LANGUAGE ARTS SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
71	63.5	69.6	76.2		53.5	93.0	68.5	91.9

GRADE 4 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
107	67.1	75.9	79.1		65.4	86.0	71.7	90.4

GRADE 4 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
34	47.1	71.1	81.7		61.8	97.1	68.8	92.4

GRADE 4 READING SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
71	62.5	75.0	76.2		66.2	93.0	80.7	91.8

GRADE 5 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
109	71.9	79.5	81.5		78.0	91.7	78.3	91.9

GRADE 5 MATHEMATICS SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
1	*	*	*		*		56.2	*

GRADE 5 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
49	49.8	74.9	76.0		75.5	95.9	79.5	94.1

GRADE 5 READING SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
61	65.1	74.5	83.1		68.9	95.1	79.8	94.9

GRADE 5 SCIENCE

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
52	80.2	82.5	82.2		90.4	98.1	76.5	95.9

GRADE 5 SCIENCE SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
58	73.3	78.9	85.8		77.6	93.1	73.2	94.7

SEMESTER 2 TESTS

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

GRADE 4 LANGUAGE ARTS

GRADE 4 LANGUAGE ARTS SPANISH

GRADE 4 MATHEMATICS

GRADE 4 READING

GRADE 4 READING SPANISH

GRADE 5 MATHEMATICS

GRADE 5 MATHEMATICS SPANISH

GRADE 5 READING

GRADE 5 READING SPANISH

GRADE 5 SCIENCE

GRADE 5 SCIENCE SPANISH

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