Campus Data Packet for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 109

WILLIAM A. BLAIR 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	74
KN	68
1	78
2	70
3	82
4	91
5	94
ALL	557

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	189	33.9	21	65.6
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	352	63.2	10	31.3
White	9	1.6	1	3.1
Multiple	7	1.3	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	311	55.8
Economically disadvantaged	539	96.8
Limited English proficient (LEP)	277	49.7
Special education	47	8.4
Talented and Gifted (TAG)	136	24.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	80	26	32.5	0	0.0	0	0.0	53	66.3	1	1.3	0	0.0
	2019	66	27	40.9	0	0.0	0	0.0	35	53.0	3	4.5	1	1.5
	2020	74	26	35.1	0	0.0	0	0.0	43	58.1	2	2.7	3	4.1
KN	2018	81	34	42.0	0	0.0	0	0.0	45	55.6	2	2.5	0	0.0
	2019	84	29	34.5	0	0.0	0	0.0	53	63.1	2	2.4	0	0.0
	2020	68	26	38.2	0	0.0	0	0.0	40	58.8	2	2.9	0	0.0
1	2018	99	40	40.4	0	0.0	0	0.0	58	58.6	0	0.0	1	1.0
	2019	79	31	39.2	0	0.0	0	0.0	46	58.2	2	2.5	0	0.0
	2020	78	28	35.9	0	0.0	0	0.0	47	60.3	2	2.6	1	1.3
2	2018	90	34	37.8	0	0.0	0	0.0	55	61.1	1	1.1	0	0.0
	2019	83	27	32.5	0	0.0	0	0.0	56	67.5	0	0.0	0	0.0
	2020	70	20	28.6	0	0.0	0	0.0	48	68.6	2	2.9	0	0.0
3	2018	100	38	38.0	0	0.0	0	0.0	61	61.0	0	0.0	1	1.0
	2019	98	42	42.9	0	0.0	0	0.0	55	56.1	1	1.0	0	0.0
	2020	82	27	32.9	0	0.0	0	0.0	54	65.9	0	0.0	1	1.2
4	2018	92	38	41.3	0	0.0	0	0.0	54	58.7	0	0.0	0	0.0
	2019	92	33	35.9	0	0.0	0	0.0	57	62.0	0	0.0	2	2.2
	2020	91	31	34.1	0	0.0	0	0.0	59	64.8	1	1.1	0	0.0
5	2018	105	37	35.2	0	0.0	0	0.0	68	64.8	0	0.0	0	0.0
	2019	90	33	36.7	0	0.0	0	0.0	57	63.3	0	0.0	0	0.0
	2020	94	31	33.0	0	0.0	0	0.0	61	64.9	0	0.0	2	2.1
PK-5	2018	647	247	38.2	0	0.0	0	0.0	394	60.9	4	0.6	2	0.3
	2019	592	222	37.5	0	0.0	0	0.0	359	60.6	8	1.4	3	0.5
	2020	557	189	33.9	0	0.0	0	0.0	352	63.2	9	1.6	7	1.3

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	80	63	78.8	37	46.3	0	0.0	36	45.0	0	0.0	74	92.5	53.8	46.3	6.3
	2019	66	66	100.0	26	39.4	9	13.6	2	3.0	0	0.0	52	78.8	50.0	50.0	16.7
	2020	74	74	100.0	37	50.0	7	9.5	37	50.0	0	0.0	62	83.8	60.8	39.2	16.2
KN	2018	81	59	72.8	31	38.3	6	7.4	32	39.5	23	28.4	24	29.6	43.2	56.8	0.0
	2019	84	80	95.2	37	44.0	6	7.1	30	35.7	12	14.3	17	20.2	51.2	48.8	0.0
	2020	68	66	97.1	32	47.1	8	11.8	32	47.1	12	17.6	14	20.6	51.5	48.5	0.0
1	2018	99	72	72.7	47	47.5	8	8.1	49	49.5	8	8.1	7	7.1	58.6	41.4	1.0
	2019	79	75	94.9	31	39.2	4	5.1	30	38.0	25	31.6	9	11.4	43.0	57.0	0.0
	2020	78	78	100.0	34	43.6	4	5.1	34	43.6	27	34.6	12	15.4	43.6	56.4	1.3
2	2018	90	70	77.8	38	42.2	6	6.7	38	42.2	10	11.1	6	6.7	53.3	46.7	0.0
	2019	83	79	95.2	46	55.4	5	6.0	47	56.6	22	26.5	1	1.2	53.0	47.0	0.0
	2020	70	67	95.7	39	55.7	1	1.4	37	52.9	25	35.7	6	8.6	50.0	50.0	0.0
3	2018	100	85	85.0	42	42.0	6	6.0	31	31.0	11	11.0	12	12.0	54.0	46.0	0.0
	2019	98	94	95.9	39	39.8	12	12.2	40	40.8	16	16.3	5	5.1	55.1	44.9	1.0
	2020	82	78	95.1	45	54.9	8	9.8	46	56.1	22	26.8	6	7.3	56.1	43.9	1.2
4	2018	92	85	92.4	43	46.7	4	4.3	55	59.8	21	22.8	6	6.5	50.0	50.0	1.1
	2019	92	88	95.7	39	42.4	6	6.5	57	62.0	21	22.8	8	8.7	54.3	45.7	0.0
	2020	91	86	94.5	43	47.3	11	12.1	68	74.7	24	26.4	4	4.4	52.7	47.3	0.0
5	2018	105	92	87.6	48	45.7	5	4.8	90	85.7	23	21.9	7	6.7	51.4	48.6	1.9
	2019	90	86	95.6	42	46.7	4	4.4	65	72.2	24	26.7	4	4.4	55.6	44.4	2.2
	2020	94	90	95.7	47	50.0	8	8.5	57	60.6	26	27.7	7	7.4	55.3	44.7	0.0
PK-5	2018	647	526	81.3	286	44.2	35	5.4	331	51.2	96	14.8	136	21.0	52.2	47.8	1.4
	2019	592	568	95.9	260	43.9	46	7.8	271	45.8	120	20.3	96	16.2	52.0	48.0	2.4
	2020	557	539	96.8	277	49.7	47	8.4	311	55.8	136	24.4	111	19.9	53.0	47.0	2.5

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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	77	11,061	72	92.7	10,520	95.1	22	28.5	17.8	64	9,830	82.8	88.9
	2019	82	10,918	77	94.3	10,370	95.0	5	6.1	5.7	73	9,637	89.0	88.3
	2020	69	10,874	65	94.9	10,319	94.9	3	4.4	3.8	65	9,815	94.8	90.3
1	2018	103	11,550	96	93.9	11,055	95.7	26	25.4	16.6	84	10,347	81.9	89.6
	2019	78	11,198	73	93.4	10,715	95.7	11	14.1	5.0	66	10,069	84.8	89.9
	2020	78	11,192	74	94.4	10,678	95.4	1	1.3	3.9	68	10,139	86.7	90.6
2	2018	90	11,864	86	95.5	11,398	96.1	14	15.6	15.9	81	10,717	90.4	90.3
	2019	87	11,232	83	95.4	10,781	96.0	7	8.0	4.8	75	10,169	85.8	90.5
	2020	71	11,070	68	95.5	10,616	95.9	4	5.6	3.2	66	10,175	93.2	91.9
3	2018	101	12,536	98	96.1	12,080	96.4	21	20.7	14.4	94	11,431	92.6	91.2
	2019	94	11,452	91	96.5	11,029	96.3	6	6.4	4.6	83	10,478	88.0	91.5
	2020	79	11,093	76	95.8	10,664	96.1	3	3.8	3.5	71	10,181	89.9	91.8
4	2018	96	12,675	93	97.0	12,235	96.5	16	16.7	14.1	85	11,637	88.7	91.8
	2019	88	12,118	85	96.7	11,690	96.5	8	9.1	4.9	75	11,112	85.0	91.7
	2020	89	11,323	85	95.6	10,902	96.3	4	4.5	3.4	79	10,479	88.8	92.5
5	2018	107	12,498	104	97.2	12,078	96.6	4	3.7	6.1	100	11,513	93.5	92.1
	2019	89	12,193	86	96.6	11,779	96.6	1	1.1	4.5	79	11,300	89.0	92.7
	2020	89	11,957	86	96.5	11,518	96.3	3	3.4	3.2	84	11,098	94.2	92.8
KN-5	2018	574	72,186	548	95.5	69,366	96.1	103	18.0	14.0	508	65,475	88.6	90.7
	2019	519	69,110	496	95.6	66,364	96.0	38	7.3	4.9	451	62,765	87.0	90.8
	2020	475	67,509	454	95.5	64,698	95.8	18	3.8	3.5	433	61,887	91.2	91.7

Teachers: 32

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	21	65.6
Hispanic	10	31.3
White	1	3.1
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	23	71.9
Male	9	28.1

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.7	64.4
2018-19	7.2	73.7
2019-20	4.6	65.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.1
1	4	12.5
2	0	0.0
3	1	3.1
4	1	3.1
5	0	0.0
1-3	5	15.6
More than 3	26	81.3
1 - 5	6	18.8
6 - 10	5	15.6
11 - 20	9	28.1
More than 20	11	34.4

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (29)	Beginning	2	6.9	21	72.4	27	93.1	26	89.7	21	72.4
	Intermediate	25	86.2	6	20.7	1	3.4	2	6.9	7	24.1
	Advanced	2	6.9	2	6.9	1	3.4	1	3.4	1	3.4
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (35)	Beginning	3	8.6	4	11.4	15	42.9	10	28.6	4	11.4
	Intermediate	19	54.3	14	40.0	14	40.0	16	45.7	22	62.9
	Advanced	9	25.7	13	37.1	5	14.3	7	20.0	6	17.1
	Advanced High	4	11.4	4	11.4	1	2.9	2	5.7	3	8.6
2 (39)	Beginning	2	5.1	9	23.1	16	41.0	9	23.1	5	12.8
	Intermediate	8	20.5	22	56.4	13	33.3	21	53.8	22	56.4
	Advanced	18	46.2	7	17.9	6	15.4	6	15.4	9	23.1
	Advanced High	11	28.2	1	2.6	4	10.3	3	7.7	3	7.7
3 (45)	Beginning	0	0.0	6	13.6	14	31.1	13	29.5	4	9.1
	Intermediate	12	27.3	31	70.5	10	22.2	12	27.3	19	43.2
	Advanced	17	38.6	6	13.6	8	17.8	6	13.6	16	36.4
	Advanced High	15	34.1	1	2.3	13	28.9	13	29.5	5	11.4
4 (43)	Beginning	4	9.3	3	7.0	2	40.0	7	16.3	1	20.0
	Intermediate	10	23.3	23	53.5	0	0.0	12	27.9	1	20.0
	Advanced	19	44.2	16	37.2	2	40.0	11	25.6	1	20.0
	Advanced High	10	23.3	1	2.3	1	20.0	13	30.2	2	40.0

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	–	–	–	
31 / 15 (48.4%)	Beginning	0			
	Intermediate	7	15		
	Advanced	1	4	1	
	Advanced High	0	2	1	
36 / 15 (41.7%)	Beginning	3			
	Intermediate	7	15		
	Advanced	0	6	3	
	Advanced High	0	1	1	
44 / 16 (36.4%)	Beginning	3			
	Intermediate	4	15		
	Advanced	0	7	9	
	Advanced High	0	0	5	
41 / 2 (4.9%)	Beginning	1			
	Intermediate	0	1		
	Advanced	0	0	1	
	Advanced High	0	0	2	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
5 (46)	Beginning	2	4.4	7	15.6	3	6.5	4	8.9	2	4.4
	Intermediate	7	15.6	19	42.2	5	10.9	8	17.8	9	20.0
	Advanced	24	53.3	16	35.6	16	34.8	12	26.7	27	60.0
	Advanced High	12	26.7	3	6.7	22	47.8	21	46.7	7	15.6
ALL (237)	Beginning	13	5.5	50	21.3	77	38.7	69	29.4	37	18.8
	Intermediate	81	34.5	115	48.9	43	21.6	71	30.2	80	40.6
	Advanced	89	37.9	60	25.5	38	19.1	43	18.3	60	30.5
	Advanced High	52	22.1	10	4.3	41	20.6	52	22.1	20	10.2

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
43 **16 (37.2%)**	Beginning		1		
	Intermediate	0		8	
	Advanced	0	9		17
	Advanced High	0	0		7
195 **64 (32.8%)**	Beginning		8		
	Intermediate	18		54	
	Advanced	1	26		31
	Advanced High	0	3		16

☐ 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

| 75 | 77.8 | 82.9 | | | 76.0 | | 78.9 | |

GRADE 1 READING

| 43 | 67.2 | 80.3 | | | 83.7 | | 91.2 | |

GRADE 1 READING SPANISH

| 36 | 92.4 | 94.9 | | | 97.2 | | 89.5 | |

GRADE 2 MATHEMATICS

| 69 | 71.8 | 80.4 | 82.6 | | 82.6 | 94.2 | 76.5 | 92.3 |

GRADE 2 READING

| 32 | 58.1 | 72.1 | 82.2 | | 59.4 | 84.4 | 72.1 | 91.3 |

GRADE 2 READING SPANISH

| 37 | 77.6 | 83.2 | 89.9 | | 78.4 | 91.9 | 75.1 | 92.0 |

GRADE 3 MATHEMATICS

| 75 | 61.3 | 74.2 | 81.8 | | 66.7 | 92.0 | 70.6 | 90.8 |

GRADE 3 READING

| 36 | 45.0 | 67.0 | 84.8 | | 47.2 | 97.2 | 62.6 | 88.7 |

GRADE 3 READING SPANISH

| 39 | 52.8 | 71.7 | 81.7 | | 53.8 | 100.0 | 57.7 | 88.7 |

GRADE 4 LANGUAGE ARTS

| 46 | 52.4 | 66.0 | 79.1 | | 50.0 | 93.5 | 68.3 | 91.7 |

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

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GRADE 1 READING

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GRADE 1 READING SPANISH

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GRADE 2 MATHEMATICS

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GRADE 2 READING

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GRADE 2 READING SPANISH

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GRADE 3 MATHEMATICS

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GRADE 3 READING

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GRADE 3 READING SPANISH

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GRADE 4 LANGUAGE ARTS

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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 4 LANGUAGE ARTS SPANISH

| 39 | 72.4 | 77.0 | 58.5 | | 79.5 | 71.8 | 68.5 | 91.9 |

GRADE 4 MATHEMATICS

| 85 | 72.8 | 80.1 | 83.0 | | 76.5 | 91.8 | 71.7 | 90.4 |

GRADE 4 READING

| 46 | 48.4 | 71.8 | 79.8 | | 65.2 | 97.8 | 68.8 | 92.4 |

GRADE 4 READING SPANISH

| 38 | 71.7 | 81.1 | 54.1 | | 84.2 | 68.4 | 80.7 | 91.8 |

GRADE 5 MATHEMATICS

| 85 | 78.7 | 84.4 | 87.1 | | 82.4 | 100.0 | 78.3 | 91.9 |

GRADE 5 READING

| 58 | 54.8 | 77.4 | 87.4 | | 84.5 | 100.0 | 79.5 | 94.1 |

GRADE 5 READING SPANISH

| 26 | 75.5 | 82.1 | 85.8 | | 96.2 | 100.0 | 79.8 | 94.9 |

GRADE 5 SCIENCE

| 86 | 78.3 | 80.8 | 88.6 | | 81.4 | 100.0 | 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 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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