Campus Data Packet
for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 354

KENNEDY-CURRY MIDDLE SCHOOL

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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
6	227
7	261
8	268
ALL	756

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	408	54.0	37	75.5
American Indian/Alaska Native	1	0.1	*	*
Asian/Hawaiian/Pacific Islander	2	0.3	*	*
Hispanic	321	42.5	3	6.1
White	15	2.0	7	14.3
Multiple	9	1.2	1	2.0
Other* (teachers only)	—	—	1	2.0
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	312	41.3
Economically disadvantaged	712	94.2
Limited English proficient (LEP)	209	27.6
Special education	98	13.0
Talented and Gifted (TAG)	87	11.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2018	237	132	55.7	0	0.0	2	0.8	99	41.8	3	1.3	1	0.4
	2019	238	143	60.1	1	0.4	0	0.0	87	36.6	5	2.1	2	0.8
	2020	227	123	54.2	1	0.4	1	0.4	98	43.2	1	0.4	3	1.3
7	2018	250	125	50.0	0	0.0	1	0.4	117	46.8	6	2.4	1	0.4
	2019	251	136	54.2	0	0.0	2	0.8	105	41.8	5	2.0	3	1.2
	2020	261	145	55.6	0	0.0	0	0.0	104	39.8	8	3.1	4	1.5
8	2018	257	142	55.3	0	0.0	0	0.0	109	42.4	4	1.6	2	0.8
	2019	268	152	56.7	0	0.0	0	0.0	112	41.8	4	1.5	0	0.0
	2020	268	140	52.2	0	0.0	1	0.4	119	44.4	6	2.2	2	0.7
6-8	2018	744	399	53.6	0	0.0	3	0.4	325	43.7	13	1.7	4	0.5
	2019	757	431	56.9	1	0.1	2	0.3	304	40.2	14	1.8	5	0.7
	2020	756	408	54.0	1	0.1	2	0.3	321	42.5	15	2.0	9	1.2

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	237	215	90.7	68	28.7	25	10.5	185	78.1	21	8.9	24	10.1	54.9	45.1	1.3
	2019	238	227	95.4	54	22.7	33	13.9	162	68.1	24	10.1	28	11.8	51.3	48.7	0.4
	2020	227	214	94.3	62	27.3	23	10.1	86	37.9	40	17.6	22	9.7	54.2	45.8	0.9
7	2018	250	206	82.4	76	30.4	26	10.4	202	80.8	21	8.4	24	9.6	50.0	50.0	0.8
	2019	251	226	90.0	67	26.7	33	13.1	190	75.7	22	8.8	24	9.6	56.6	43.4	1.6
	2020	261	252	96.6	69	26.4	40	15.3	114	43.7	25	9.6	57	21.8	51.7	48.3	0.4
8	2018	257	218	84.8	74	28.8	32	12.5	214	83.3	18	7.0	34	13.2	57.2	42.8	1.9
	2019	268	238	88.8	80	29.9	35	13.1	218	81.3	26	9.7	27	10.1	50.0	50.0	1.1
	2020	268	246	91.8	78	29.1	35	13.1	112	41.8	22	8.2	47	17.5	54.5	45.5	1.1
6-8	2018	744	639	85.9	218	29.3	83	11.2	601	80.8	60	8.1	82	11.0	54.0	46.0	1.3
	2019	757	691	91.3	201	26.6	101	13.3	570	75.3	72	9.5	79	10.4	52.6	47.4	1.1
	2020	756	712	94.2	209	27.6	98	13.0	312	41.3	87	11.5	126	16.7	53.4	46.6	0.8

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**	237	10,808	227	96.2	10,384	96.1	48	20.3	16.0	204	9,749	86.3	90.2
	2019	231	11,096	219	95.1	10,690	96.3	16	6.9	6.1	195	9,953	84.6	89.7
	2020	224	11,110	214	95.5	10,711	96.4	8	3.6	4.2	197	10,111	88.0	91.0
7	**2018**	251	10,642	240	95.7	10,187	95.7	55	21.9	17.0	215	9,495	85.7	89.2
	2019	250	10,469	238	95.2	9,999	95.5	26	10.4	8.1	198	9,086	79.3	86.8
	2020	253	10,970	243	95.9	10,532	96.0	17	6.7	6.1	225	9,871	88.9	90.0
8	**2018**	268	10,293	254	94.6	9,803	95.2	20	7.4	9.3	227	9,068	84.6	88.1
	2019	272	10,408	255	93.9	9,933	95.4	27	9.9	9.0	213	9,060	78.4	87.0
	2020	257	10,325	248	96.4	9,856	95.5	30	11.7	7.3	220	9,155	85.6	88.7
6-8	**2018**	756	31,743	721	95.5	30,374	95.7	123	16.3	14.2	646	28,312	85.5	89.2
	2019	752	31,974	712	94.7	30,622	95.8	69	9.2	7.7	606	28,099	80.6	87.9
	2020	734	32,404	704	95.9	31,100	96.0	55	7.5	5.8	642	29,137	87.5	89.9

Teachers: 49

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	37	75.5
Hispanic	3	6.1
White	7	14.3
Multiple	1	2.0
Other	1	2.0

Gender	Number	Percentage
Female	32	65.3
Male	17	34.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	8.6	61.2
2018-19	7.4	66.0
2019-20	4.2	53.5

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	10	20.4
1	3	6.1
2	0	0.0
3	2	4.1
4	2	4.1
5	5	10.2
1-3	5	10.2
More than 3	34	69.4
1 - 5	12	24.5
6 - 10	14	28.6
11 - 20	8	16.3
More than 20	5	10.2

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
6 (57)	Beginning	3	5.3	30	52.6	0	0.0	11	19.3	0	0.0
	Intermediate	15	26.3	25	43.9	0	0.0	25	43.9	0	0.0
	Advanced	17	29.8	2	3.5	0	0.0	17	29.8	0	0.0
	Advanced High	22	38.6	0	0.0	0	0.0	4	7.0	0	0.0
7 (64)	Beginning	3	4.8	40	63.5	2	33.3	21	32.8	0	0.0
	Intermediate	21	33.3	21	33.3	3	50.0	24	37.5	6	100.0
	Advanced	25	39.7	2	3.2	1	16.7	15	23.4	0	0.0
	Advanced High	14	22.2	0	0.0	0	0.0	4	6.3	0	0.0
8 (77)	Beginning	6	7.8	42	54.5	0	0.0	10	13.0	0	0.0
	Intermediate	16	20.8	31	40.3	1	100.0	44	57.1	1	100.0
	Advanced	24	31.2	4	5.2	0	0.0	14	18.2	0	0.0
	Advanced High	31	40.3	0	0.0	0	0.0	9	11.7	0	0.0
ALL (198)	Beginning	12	6.1	112	56.9	2	28.6	42	21.2	0	0.0
	Intermediate	52	26.4	77	39.1	4	57.1	93	47.0	7	100.0
	Advanced	66	33.5	8	4.1	1	14.3	46	23.2	0	0.0
	Advanced High	67	34.0	0	0.0	0	0.0	17	8.6	0	0.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
55 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
57 0 (0.0%)	Beginning	0			
	Intermediate	0	5		
	Advanced	0	0	0	
	Advanced High	0	0	0	
65 0 (0.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	0	
	Advanced High	0	0	0	
177 0 (0.0%)	Beginning	0			
	Intermediate	0	6		
	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

High School Exams

ALGEBRA I PRE-AP

| 31 | 80.0 | 85.0 | 94.8 | 95.9 | 96.8 | 100.0 | 76.4 | 94.0 |

Middle School Exams

ASTRONOMY 8

| 16 | 57.1 | 65.2 | 84.1 | 86.2 | 31.3 | 100.0 | 66.2 | 95.3 |

MATHEMATICS 6

| 106 | 46.3 | 71.7 | 73.1 | 73.3 | 58.5 | 82.1 | 68.6 | 87.5 |

MATHEMATICS 6 PRE-AP

| 69 | 52.7 | 68.5 | 80.2 | 81.5 | 44.9 | 97.1 | 72.9 | 97.2 |

MATHEMATICS 7 PRE-AP

| 207 | 48.6 | 67.2 | 79.2 | 80.6 | 41.1 | 89.4 | 69.8 | 93.0 |

MATHEMATICS 8

| 176 | 48.5 | 67.1 | 77.9 | 79.1 | 38.6 | 86.4 | 60.1 | 86.9 |

MS HEALTH EDUCATION 7

| 71 | 62.8 | 77.2 | 91.0 | 92.5 | 80.3 | 98.6 | 78.6 | 94.8 |

MS HEALTH EDUCATION 8

| 12 | 74.8 | 83.2 | 95.7 | 97.1 | 91.7 | 100.0 | 76.6 | 94.7 |

MS VARSITY BAND

| 45 | 44.0 | 67.7 | 87.0 | 89.1 | 35.6 | 100.0 | 58.2 | 98.6 |

PHYSICAL EDUCATION 6

| 124 | 51.8 | 71.1 | 92.0 | 94.3 | 62.1 | 100.0 | 76.5 | 99.6 |

SEMESTER 2 TESTS

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

ALGEBRA I PRE-AP

ASTRONOMY 8

MATHEMATICS 6

MATHEMATICS 6 PRE-AP

MATHEMATICS 7 PRE-AP

MATHEMATICS 8

MS HEALTH EDUCATION 7

MS HEALTH EDUCATION 8

MS VARSITY BAND

PHYSICAL EDUCATION 6

SEMESTER 1 TESTS

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

PHYSICAL EDUCATION 7 & 8

| 79 | 51.2 | 70.7 | 89.5 | 91.5 | 54.4 | 100.0 | 80.9 | 98.6 |

READING LANGUAGE ARTS 6

| 123 | 44.9 | 69.4 | 76.4 | 77.1 | 44.7 | 88.6 | 58.0 | 88.6 |

READING LANGUAGE ARTS 6 PRE-AP

| 55 | 55.3 | 71.5 | 83.3 | 84.7 | 61.8 | 98.2 | 81.2 | 97.5 |

READING LANGUAGE ARTS 7

| 126 | 44.9 | 71.0 | 72.0 | 72.1 | 55.6 | 73.0 | 68.5 | 86.8 |

READING LANGUAGE ARTS 7 PRE-AP

| 74 | 58.1 | 73.2 | 80.0 | 80.8 | 67.6 | 90.5 | 83.1 | 96.8 |

READING LANGUAGE ARTS 8

| 138 | 48.6 | 70.9 | 77.0 | 77.6 | 58.0 | 89.1 | 67.6 | 86.4 |

READING LANGUAGE ARTS 8 PRE-AP

| 71 | 61.7 | 74.5 | 87.1 | 88.5 | 73.2 | 98.6 | 80.2 | 96.0 |

SCIENCE 6

| 159 | 51.0 | 70.6 | 80.4 | 81.5 | 54.7 | 99.4 | 53.4 | 89.5 |

SCIENCE 6 PRE-AP

| 26 | 44.6 | 64.6 | 87.1 | 89.6 | 30.8 | 100.0 | 75.3 | 98.1 |

SCIENCE 7

| 189 | 65.4 | 74.0 | 80.3 | 81.0 | 66.1 | 90.5 | 62.8 | 88.5 |

SCIENCE 7 PRE-AP

| 21 | 68.9 | 78.8 | 86.0 | 86.7 | 81.0 | 100.0 | 84.8 | 98.0 |

SEMESTER 2 TESTS

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

PHYSICAL EDUCATION 7 & 8

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READING LANGUAGE ARTS 6

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READING LANGUAGE ARTS 6 PRE-AP

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READING LANGUAGE ARTS 7

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READING LANGUAGE ARTS 7 PRE-AP

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READING LANGUAGE ARTS 8

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READING LANGUAGE ARTS 8 PRE-AP

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SCIENCE 6

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SCIENCE 6 PRE-AP

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SCIENCE 7

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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

SCIENCE 8

| 189 | 60.1 | 73.4 | 78.6 | 79.2 | 63.5 | 91.5 | 63.9 | 87.0 |

TEXAS STUDIES 7

| 158 | 37.5 | 62.5 | 77.2 | 78.8 | 14.6 | 91.8 | 48.5 | 90.4 |

TEXAS STUDIES 7 PRE-AP

| 53 | 46.5 | 67.3 | 85.3 | 87.3 | 34.0 | 100.0 | 74.6 | 96.6 |

U.S. STUDIES 8

| 163 | 44.4 | 69.1 | 81.9 | 83.3 | 42.9 | 98.8 | 53.0 | 88.9 |

U.S. STUDIES 8 PRE-AP

| 47 | 52.1 | 71.3 | 83.6 | 85.0 | 61.7 | 97.9 | 77.3 | 97.1 |

WORLD CULTURES 6

| 154 | 42.5 | 66.8 | 80.9 | 82.5 | 35.7 | 95.5 | 48.4 | 90.7 |

WORLD CULTURES 6 PRE-AP

| 24 | 46.7 | 68.0 | 81.3 | 82.7 | 37.5 | 91.7 | 74.9 | 97.1 |

SEMESTER 2 TESTS

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

SCIENCE 8

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TEXAS STUDIES 7

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TEXAS STUDIES 7 PRE-AP

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U.S. STUDIES 8

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U.S. STUDIES 8 PRE-AP

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WORLD CULTURES 6

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WORLD CULTURES 6 PRE-AP

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