



School Number 277

THOMAS TOLBERT ELEMENTARY 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
PK	51
KN	53
1	66
2	76
3	72
4	70
5	82
ALL	470

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	176	37.4	16	51.6
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	2	0.4	*	*
Hispanic	273	58.1	14	45.2
White	9	1.9	0	0.0
Multiple	10	2.1	1	3.2
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	221	47.0
Economically disadvantaged	439	93.4
Limited English proficient (LEP)	199	42.3
Special education	51	10.9
Talented and Gifted (TAG)	79	16.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	48	17	35.4	0	0.0	0	0.0	30	62.5	1	2.1	0	0.0
	2019	45	14	31.1	0	0.0	0	0.0	29	64.4	1	2.2	1	2.2
	2020	51	19	37.3	0	0.0	0	0.0	28	54.9	0	0.0	4	7.8
KN	2018	76	16	21.1	0	0.0	1	1.3	55	72.4	3	3.9	1	1.3
	2019	59	24	40.7	0	0.0	0	0.0	28	47.5	5	8.5	2	3.4
	2020	53	16	30.2	0	0.0	1	1.9	32	60.4	3	5.7	1	1.9
1	2018	71	30	42.3	0	0.0	0	0.0	40	56.3	0	0.0	1	1.4
	2019	81	26	32.1	0	0.0	1	1.2	51	63.0	2	2.5	1	1.2
	2020	66	23	34.8	0	0.0	0	0.0	40	60.6	1	1.5	2	3.0
2	2018	79	33	41.8	0	0.0	0	0.0	46	58.2	0	0.0	0	0.0
	2019	68	27	39.7	0	0.0	0	0.0	39	57.4	1	1.5	1	1.5
	2020	76	24	31.6	0	0.0	1	1.3	48	63.2	2	2.6	1	1.3
3	2018	95	34	35.8	0	0.0	0	0.0	58	61.1	2	2.1	1	1.1
	2019	63	29	46.0	0	0.0	0	0.0	34	54.0	0	0.0	0	0.0
	2020	72	31	43.1	0	0.0	0	0.0	39	54.2	1	1.4	1	1.4
4	2018	82	30	36.6	0	0.0	0	0.0	50	61.0	1	1.2	1	1.2
	2019	89	33	37.1	0	0.0	0	0.0	54	60.7	2	2.2	0	0.0
	2020	70	31	44.3	0	0.0	0	0.0	38	54.3	0	0.0	1	1.4
5	2018	68	26	38.2	0	0.0	0	0.0	42	61.8	0	0.0	0	0.0
	2019	79	34	43.0	0	0.0	0	0.0	43	54.4	2	2.5	0	0.0
	2020	82	32	39.0	0	0.0	0	0.0	48	58.5	2	2.4	0	0.0
PK-5	2018	519	186	35.8	0	0.0	1	0.2	321	61.8	7	1.3	4	0.8
	2019	484	187	38.6	0	0.0	1	0.2	278	57.4	13	2.7	5	1.0
	2020	470	176	37.4	0	0.0	2	0.4	273	58.1	9	1.9	10	2.1

Enroll (2)

Enrollment Statistics by Select Student Group

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	48	47	97.9	27	56.3	2	4.2	27	56.3	0	0.0	43	89.6	62.5	37.5	10.4
	2019	45	45	100.0	18	40.0	0	0.0	0	0.0	0	0.0	44	97.8	60.0	40.0	2.2
	2020	51	50	98.0	21	41.2	0	0.0	21	41.2	0	0.0	48	94.1	41.2	58.8	7.8
KN	2018	76	73	96.1	42	55.3	3	3.9	42	55.3	4	5.3	24	31.6	51.3	48.7	1.3
	2019	59	55	93.2	24	40.7	2	3.4	21	35.6	7	11.9	15	25.4	66.1	33.9	0.0
	2020	53	49	92.5	21	39.6	0	0.0	20	37.7	6	11.3	17	32.1	62.3	37.7	3.8
1	2018	71	66	93.0	29	40.8	6	8.5	27	38.0	7	9.9	9	12.7	54.9	45.1	2.8
	2019	81	77	95.1	39	48.1	9	11.1	36	44.4	7	8.6	16	19.8	53.1	46.9	1.2
	2020	66	61	92.4	28	42.4	6	9.1	27	40.9	14	21.2	10	15.2	65.2	34.8	9.1
2	2018	79	75	94.9	33	41.8	10	12.7	34	43.0	17	21.5	11	13.9	48.1	51.9	2.5
	2019	68	64	94.1	29	42.6	6	8.8	24	35.3	14	20.6	7	10.3	54.4	45.6	1.5
	2020	76	75	98.7	36	47.4	13	17.1	36	47.4	9	11.8	11	14.5	64.5	35.5	11.8
3	2018	95	87	91.6	46	48.4	10	10.5	47	49.5	16	16.8	14	14.7	46.3	53.7	2.1
	2019	63	61	96.8	26	41.3	5	7.9	27	42.9	20	31.7	4	6.3	42.9	57.1	4.8
	2020	72	66	91.7	28	38.9	10	13.9	28	38.9	14	19.4	11	15.3	52.8	47.2	5.6
4	2018	82	77	93.9	33	40.2	9	11.0	57	69.5	13	15.9	11	13.4	57.3	42.7	8.5
	2019	89	82	92.1	44	49.4	14	15.7	55	61.8	19	21.3	9	10.1	40.4	59.6	3.4
	2020	70	65	92.9	28	40.0	8	11.4	45	64.3	18	25.7	12	17.1	50.0	50.0	1.4
5	2018	68	65	95.6	31	45.6	5	7.4	54	79.4	18	26.5	6	8.8	42.6	57.4	0.0
	2019	79	77	97.5	31	39.2	8	10.1	57	72.2	20	25.3	13	16.5	49.4	50.6	0.0
	2020	82	73	89.0	37	45.1	14	17.1	44	53.7	18	22.0	5	6.1	40.2	59.8	0.0
PK-5	2018	519	490	94.4	241	46.4	45	8.7	288	55.5	75	14.5	118	22.7	51.3	48.7	3.7
	2019	484	461	95.2	211	43.6	44	9.1	220	45.5	87	18.0	108	22.3	51.2	48.8	1.9
	2020	470	439	93.4	199	42.3	51	10.9	221	47.0	79	16.8	114	24.3	53.6	46.4	5.5

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	78	11,061	73	93.7	10,520	95.1	18	23.0	17.8	59	9,830	75.3	88.9
	2019	56	10,918	53	94.7	10,370	95.0	5	8.9	5.7	49	9,637	87.6	88.3
	2020	52	10,874	49	93.5	10,319	94.9	3	5.7	3.8	43	9,815	82.1	90.3
1	2018	71	11,550	67	94.5	11,055	95.7	11	15.4	16.6	65	10,347	91.1	89.6
	2019	79	11,198	75	95.4	10,715	95.7	5	6.4	5.0	68	10,069	86.5	89.9
	2020	65	11,192	62	95.3	10,678	95.4	7	10.8	3.9	56	10,139	86.3	90.6
2	2018	81	11,864	77	95.0	11,398	96.1	16	19.7	15.9	70	10,717	86.4	90.3
	2019	64	11,232	61	95.1	10,781	96.0	4	6.3	4.8	57	10,169	89.2	90.5
	2020	72	11,070	69	95.5	10,616	95.9	2	2.8	3.2	65	10,175	90.1	91.9
3	2018	94	12,536	90	95.7	12,080	96.4	17	18.1	14.4	82	11,431	87.3	91.2
	2019	65	11,452	63	96.2	11,029	96.3	4	6.1	4.6	60	10,478	92.1	91.5
	2020	70	11,093	66	94.9	10,664	96.1	8	11.5	3.5	61	10,181	87.4	91.8
4	2018	85	12,675	81	95.3	12,235	96.5	15	17.6	14.1	75	11,637	88.2	91.8
	2019	86	12,118	82	96.2	11,690	96.5	4	4.7	4.9	78	11,112	91.2	91.7
	2020	70	11,323	67	96.0	10,902	96.3	6	8.6	3.4	65	10,479	93.2	92.5
5	2018	70	12,498	67	96.5	12,078	96.6	3	4.3	6.1	62	11,513	89.1	92.1
	2019	78	12,193	76	97.5	11,779	96.6	3	3.8	4.5	74	11,300	94.6	92.7
	2020	84	11,957	81	96.2	11,518	96.3	5	5.9	3.2	77	11,098	91.4	92.8
KN-5	2018	479	72,186	456	95.1	69,366	96.1	80	16.7	14.0	413	65,475	86.2	90.7
	2019	427	69,110	410	95.9	66,364	96.0	25	5.8	4.9	386	62,765	90.3	90.8
	2020	413	67,509	394	95.3	64,698	95.8	31	7.5	3.5	367	61,887	88.8	91.7

Teachers: 31

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	16	51.6
Hispanic	14	45.2
White	0	0.0
Multiple	1	3.2
Other	0	0.0

Gender	Number	Percentage
Female	27	87.1
Male	4	12.9

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.2	73.5
2018-19	6.9	87.9
2019-20	6.9	73.5

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	9.7
1	0	0.0
2	3	9.7
3	3	9.7
4	1	3.2
5	0	0.0
1-3	6	19.4
More than 3	22	71.0
1 - 5	7	22.6
6 - 10	6	19.4
11 - 20	7	22.6
More than 20	8	25.8

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (21)	Beginning	7	33.3	9	42.9	21	100.0	21	100.0	9	42.9
	Intermediate	8	38.1	6	28.6	0	0.0	0	0.0	12	57.1
	Advanced	6	28.6	6	28.6	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 (27)	Beginning	9	33.3	13	48.1	26	96.3	24	88.9	13	48.1
	Intermediate	17	63.0	13	48.1	1	3.7	3	11.1	14	51.9
	Advanced	1	3.7	1	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
2 (36)	Beginning	2	5.6	14	38.9	20	55.6	16	44.4	7	19.4
	Intermediate	20	55.6	21	58.3	12	33.3	16	44.4	26	72.2
	Advanced	8	22.2	1	2.8	4	11.1	2	5.6	3	8.3
	Advanced High	6	16.7	0	0.0	0	0.0	2	5.6	0	0.0
3 (27)	Beginning	0	0.0	9	33.3	7	26.9	3	11.1	2	7.7
	Intermediate	6	22.2	15	55.6	14	53.8	12	44.4	14	53.8
	Advanced	9	33.3	1	3.7	4	15.4	6	22.2	8	30.8
	Advanced High	12	44.4	2	7.4	1	3.8	6	22.2	2	7.7
4 (26)	Beginning	4	15.4	3	11.5	3	11.5	2	7.7	2	7.7
	Intermediate	6	23.1	15	57.7	10	38.5	13	50.0	11	42.3
	Advanced	11	42.3	8	30.8	9	34.6	6	23.1	12	46.2
	Advanced High	5	19.2	0	0.0	4	15.4	5	19.2	1	3.8


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
–	Beginning	–			
–	Intermediate	–	–		
–	Advanced	–	–	–	
–	Advanced High	–	–	–	
23	Beginning	9			
2 (8.7%)	Intermediate	2	12		
	Advanced	0	0	0	
	Advanced High	0	0	0	
33	Beginning	6			
16 (48.5%)	Intermediate	13	11		
	Advanced	1	2	0	
	Advanced High	0	0	0	
25	Beginning	1			
8 (32.0%)	Intermediate	1	12		
	Advanced	0	5	3	
	Advanced High	0	0	2	
23	Beginning	0			
6 (26.1%)	Intermediate	0	10		
	Advanced	0	5	7	
	Advanced High	0	0	1	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (35)	Beginning	4	11.4	2	5.7	1	2.9	2	5.7	2	5.7
	Intermediate	4	11.4	15	42.9	10	28.6	6	17.1	5	14.3
	Advanced	9	25.7	17	48.6	10	28.6	3	8.6	18	51.4
	Advanced High	18	51.4	1	2.9	14	40.0	24	68.6	10	28.6
ALL (172)	Beginning	26	15.1	50	29.1	78	45.6	68	39.5	35	20.5
	Intermediate	61	35.5	85	49.4	47	27.5	50	29.1	82	48.0
	Advanced	44	25.6	34	19.8	27	15.8	17	9.9	41	24.0
	Advanced High	41	23.8	3	1.7	19	11.1	37	21.5	13	7.6

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years		2019 Level			
N (%) Progressed	2020 Level	Beg	Int	Adv	Adv High
34 16 (47.1%)	Beginning	1			
	Intermediate	0	5		
	Advanced	0	6	12	
	Advanced High	0	0	10	
140 49 (35.0%)	Beginning	18			
	Intermediate	17	50		
	Advanced	1	18	22	
	Advanced High	0	0	13	

 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 1 MATHEMATICS

59	73.9	79.9			81.4		78.9	
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GRADE 1 READING

35	75.0	85.0			88.6		91.2	
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GRADE 1 READING SPANISH

24	74.6	83.1			83.3		89.5	
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GRADE 2 MATHEMATICS

56	75.7	83.0	91.3		87.5	100.0	76.5	92.3
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GRADE 2 READING

26	73.8	82.6	73.3		88.5	65.4	72.1	91.3
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GRADE 2 READING SPANISH

29	71.4	78.5	76.6		79.3	75.9	75.1	92.0
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GRADE 3 MATHEMATICS

58	69.4	79.6	83.3		82.8	93.1	70.6	90.8
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GRADE 3 READING

34	58.1	74.9	82.8		73.5	100.0	62.6	88.7
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GRADE 3 READING SPANISH

23	50.9	70.5	77.7		60.9	95.7	57.7	88.7
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GRADE 4 LANGUAGE ARTS

38	57.9	69.9	77.1		60.5	92.1	68.3	91.7
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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

22	64.2	70.1	82.8		54.5	90.9	68.5	91.9
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GRADE 4 MATHEMATICS

59	68.5	76.9	83.1		67.8	91.5	71.7	90.4
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GRADE 4 READING

39	47.9	71.6	75.4		61.5	89.7	68.8	92.4
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GRADE 4 READING SPANISH

19	71.6	81.1	83.6		89.5	94.7	80.7	91.8
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GRADE 5 MATHEMATICS

71	77.3	83.4	83.2		83.1	90.1	78.3	91.9
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GRADE 5 READING

47	58.3	79.2	82.9		80.9	95.7	79.5	94.1
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GRADE 5 READING SPANISH

23	73.9	80.9	81.8		91.3	100.0	79.8	94.9
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GRADE 5 SCIENCE

70	75.8	78.6	85.2		80.0	95.7	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

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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