Campus Data Packet
for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 303

THELMA E. PAGE RICHARDSON ELEMENTARY SCHOOL

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THELMA E. PAGE RICHARDSON ELEMENTARY SCHOOL (303)   **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	77
KN	80
1	100
2	76
3	82
4	105
5	100
ALL	620

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	62	10.0	10	24.4
American Indian/Alaska Native	3	0.5	*	*
Asian/Hawaiian/Pacific Islander	1	0.2	*	*
Hispanic	549	88.5	23	56.1
White	2	0.3	8	19.5
Multiple	3	0.5	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	409	66.0
Economically disadvantaged	587	94.7
Limited English proficient (LEP)	405	65.3
Special education	55	8.9
Talented and Gifted (TAG)	91	14.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	89	14	15.7	0	0.0	1	1.1	71	79.8	1	1.1	2	2.2
	2019	75	11	14.7	1	1.3	0	0.0	62	82.7	0	0.0	1	1.3
	2020	77	9	11.7	1	1.3	0	0.0	67	87.0	0	0.0	0	0.0
KN	2018	78	21	26.9	0	0.0	0	0.0	56	71.8	1	1.3	0	0.0
	2019	109	16	14.7	0	0.0	1	0.9	92	84.4	0	0.0	0	0.0
	2020	80	7	8.8	1	1.3	0	0.0	70	87.5	0	0.0	2	2.5
1	2018	104	13	12.5	0	0.0	0	0.0	87	83.7	4	3.8	0	0.0
	2019	92	18	19.6	0	0.0	0	0.0	71	77.2	2	2.2	1	1.1
	2020	100	12	12.0	0	0.0	1	1.0	87	87.0	0	0.0	0	0.0
2	2018	109	6	5.5	1	0.9	0	0.0	102	93.6	0	0.0	0	0.0
	2019	94	13	13.8	0	0.0	0	0.0	79	84.0	2	2.1	0	0.0
	2020	76	13	17.1	0	0.0	0	0.0	62	81.6	1	1.3	0	0.0
3	2018	112	14	12.5	0	0.0	0	0.0	96	85.7	0	0.0	1	0.9
	2019	115	9	7.8	1	0.9	0	0.0	105	91.3	0	0.0	0	0.0
	2020	82	10	12.2	0	0.0	0	0.0	71	86.6	1	1.2	0	0.0
4	2018	107	8	7.5	0	0.0	0	0.0	95	88.8	4	3.7	0	0.0
	2019	113	12	10.6	0	0.0	0	0.0	100	88.5	0	0.0	1	0.9
	2020	105	5	4.8	1	1.0	0	0.0	99	94.3	0	0.0	0	0.0
5	2018	113	14	12.4	1	0.9	0	0.0	98	86.7	0	0.0	0	0.0
	2019	109	11	10.1	0	0.0	0	0.0	96	88.1	2	1.8	0	0.0
	2020	100	6	6.0	0	0.0	0	0.0	93	93.0	0	0.0	1	1.0
PK-5	2018	712	90	12.6	2	0.3	1	0.1	605	85.0	10	1.4	3	0.4
	2019	707	90	12.7	2	0.3	1	0.1	605	85.6	6	0.8	3	0.4
	2020	620	62	10.0	3	0.5	1	0.2	549	88.5	2	0.3	3	0.5

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	89	84	94.4	47	52.8	1	1.1	49	55.1	0	0.0	85	95.5	43.8	56.2	6.7
	2019	75	75	100.0	47	62.7	4	5.3	6	8.0	0	0.0	64	85.3	53.3	46.7	13.3
	2020	77	77	100.0	48	62.3	1	1.3	48	62.3	0	0.0	66	85.7	51.9	48.1	15.6
KN	2018	78	68	87.2	43	55.1	4	5.1	44	56.4	7	9.0	15	19.2	61.5	38.5	0.0
	2019	109	104	95.4	66	60.6	7	6.4	54	49.5	3	2.8	18	16.5	41.3	58.7	0.0
	2020	80	75	93.8	51	63.8	4	5.0	49	61.3	4	5.0	12	15.0	51.3	48.8	1.3
1	2018	104	92	88.5	53	51.0	10	9.6	55	52.9	16	15.4	11	10.6	47.1	52.9	4.8
	2019	92	84	91.3	52	56.5	10	10.9	49	53.3	10	10.9	9	9.8	52.2	47.8	2.2
	2020	100	94	94.0	66	66.0	11	11.0	61	61.0	10	10.0	6	6.0	43.0	57.0	2.0
2	2018	109	102	93.6	66	60.6	8	7.3	67	61.5	20	18.3	8	7.3	55.0	45.0	1.8
	2019	94	89	94.7	54	57.4	14	14.9	55	58.5	18	19.1	7	7.4	50.0	50.0	1.1
	2020	76	70	92.1	47	61.8	9	11.8	46	60.5	13	17.1	4	5.3	51.3	48.7	0.0
3	2018	112	107	95.5	71	63.4	8	7.1	71	63.4	23	20.5	9	8.0	52.7	47.3	0.0
	2019	115	108	93.9	72	62.6	15	13.0	71	61.7	24	20.9	7	6.1	57.4	42.6	0.0
	2020	82	79	96.3	50	61.0	11	13.4	49	59.8	17	20.7	7	8.5	47.6	52.4	0.0
4	2018	107	102	95.3	66	61.7	7	6.5	83	77.6	25	23.4	14	13.1	48.6	51.4	0.0
	2019	113	110	97.3	76	67.3	8	7.1	87	77.0	23	20.4	8	7.1	55.8	44.2	0.0
	2020	105	97	92.4	69	65.7	13	12.4	80	76.2	25	23.8	6	5.7	53.3	46.7	0.0
5	2018	113	107	94.7	62	54.9	11	9.7	96	85.0	24	21.2	10	8.8	54.0	46.0	0.9
	2019	109	102	93.6	65	59.6	9	8.3	94	86.2	27	24.8	3	2.8	52.3	47.7	0.0
	2020	100	95	95.0	74	74.0	6	6.0	76	76.0	22	22.0	6	6.0	53.0	47.0	0.0
PK-5	2018	712	662	93.0	408	57.3	49	6.9	465	65.3	115	16.2	152	21.3	51.7	48.3	2.0
	2019	707	672	95.0	432	61.1	67	9.5	416	58.8	105	14.9	116	16.4	51.8	48.2	1.8
	2020	620	587	94.7	405	65.3	55	8.9	409	66.0	91	14.7	107	17.3	50.2	49.8	2.4

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	74	95.7	10,520	95.1	12	15.6	17.8	71	9,830	92.4	88.9
	2019	103	10,918	98	95.3	10,370	95.0	1	1.0	5.7	90	9,637	87.5	88.3
	2020	80	10,874	76	94.5	10,319	94.9	2	2.5	3.8	70	9,815	87.6	90.3
1	2018	103	11,550	99	96.0	11,055	95.7	15	14.6	16.6	94	10,347	91.2	89.6
	2019	88	11,198	84	95.6	10,715	95.7	3	3.4	5.0	82	10,069	92.8	89.9
	2020	102	11,192	98	96.1	10,678	95.4	1	1.0	3.9	95	10,139	93.6	90.6
2	2018	110	11,864	107	96.8	11,398	96.1	8	7.3	15.9	104	10,717	94.5	90.3
	2019	93	11,232	89	96.0	10,781	96.0	3	3.2	4.8	87	10,169	93.6	90.5
	2020	76	11,070	74	96.1	10,616	95.9	0	0.0	3.2	73	10,175	95.5	91.9
3	2018	111	12,536	107	96.6	12,080	96.4	11	9.9	14.4	103	11,431	92.8	91.2
	2019	114	11,452	109	95.6	11,029	96.3	6	5.3	4.6	106	10,478	93.2	91.5
	2020	82	11,093	79	96.4	10,664	96.1	2	2.4	3.5	77	10,181	93.4	91.8
4	2018	106	12,675	103	96.9	12,235	96.5	14	13.2	14.1	100	11,637	94.3	91.8
	2019	112	12,118	108	96.5	11,690	96.5	3	2.7	4.9	108	11,112	96.2	91.7
	2020	103	11,323	99	96.4	10,902	96.3	1	1.0	3.4	99	10,479	96.0	92.5
5	2018	113	12,498	110	97.5	12,078	96.6	4	3.5	6.1	108	11,513	95.7	92.1
	2019	105	12,193	102	96.8	11,779	96.6	3	2.9	4.5	99	11,300	94.1	92.7
	2020	104	11,957	101	97.4	11,518	96.3	1	1.0	3.2	98	11,098	94.5	92.8
KN-5	2018	620	72,186	599	96.6	69,366	96.1	64	10.3	14.0	580	65,475	93.6	90.7
	2019	615	69,110	590	96.0	66,364	96.0	19	3.1	4.9	572	62,765	93.0	90.8
	2020	547	67,509	526	96.2	64,698	95.8	7	1.3	3.5	512	61,887	93.6	91.7

Teachers: 41

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	10	24.4
Hispanic	23	56.1
White	8	19.5
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	31	75.6
Male	10	24.4

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.1	80.5
2018-19	7.3	85.0
2019-20	5.3	78.6

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	4	9.8
1	2	4.9
2	4	9.8
3	5	12.2
4	2	4.9
5	4	9.8
1-3	11	26.8
More than 3	26	63.4
1 - 5	17	41.5
6 - 10	10	24.4
11 - 20	9	22.0
More than 20	1	2.4

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (50)	Beginning	37	74.0	40	80.0	48	96.0	48	96.0	40	80.0
	Intermediate	11	22.0	8	16.0	2	4.0	2	4.0	10	20.0
	Advanced	2	4.0	2	4.0	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 (62)	Beginning	15	24.2	27	43.5	58	93.5	48	77.4	26	41.9
	Intermediate	29	46.8	24	38.7	4	6.5	14	22.6	34	54.8
	Advanced	18	29.0	11	17.7	0	0.0	0	0.0	2	3.2
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (46)	Beginning	2	4.3	11	23.9	0	0.0	0	0.0	0	0.0
	Intermediate	14	30.4	27	58.7	0	0.0	0	0.0	0	0.0
	Advanced	20	43.5	6	13.0	0	0.0	0	0.0	0	0.0
	Advanced High	10	21.7	2	4.3	0	0.0	0	0.0	0	0.0
3 (44)	Beginning	1	2.3	11	25.0	0	0.0	0	0.0	0	0.0
	Intermediate	9	20.5	23	52.3	0	0.0	0	0.0	0	0.0
	Advanced	15	34.1	5	11.4	0	0.0	0	0.0	0	0.0
	Advanced High	19	43.2	5	11.4	0	0.0	0	0.0	0	0.0
4 (59)	Beginning	6	10.2	7	11.9	0	0.0	0	0.0	0	0.0
	Intermediate	19	32.2	18	30.5	0	0.0	0	0.0	0	0.0
	Advanced	22	37.3	29	49.2	0	0.0	0	0.0	0	0.0
	Advanced High	12	20.3	5	8.5	0	0.0	0	0.0	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	–	–	–	
60	Beginning	21			
	Intermediate	25	9		
26 (43.3%)	Advanced	0	1	1	
	Advanced High	0	0	0	
44	Beginning	0			
	Intermediate	0	0		
0 (0.0%)	Advanced	0	0	0	
	Advanced High	0	0	0	
42	Beginning	0			
	Intermediate	0	0		
0 (0.0%)	Advanced	0	0	0	
	Advanced High	0	0	0	
57	Beginning	0			
	Intermediate	0	0		
0 (0.0%)	Advanced	0	0	0	
	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 (64)	Beginning	2	3.1	6	9.4	0	0.0	0	0.0	0	0.0
	Intermediate	16	25.0	14	21.9	0	0.0	0	0.0	0	0.0
	Advanced	18	28.1	36	56.3	0	0.0	0	0.0	0	0.0
	Advanced High	28	43.8	8	12.5	0	0.0	0	0.0	0	0.0
ALL (325)	Beginning	63	19.4	102	31.4	106	94.6	96	85.7	66	58.9
	Intermediate	98	30.2	114	35.1	6	5.4	16	14.3	44	39.3
	Advanced	95	29.2	89	27.4	0	0.0	0	0.0	2	1.8
	Advanced High	69	21.2	20	6.2	0	0.0	0	0.0	0	0.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
62 — 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
265 — 26 (9.8%)	Beginning	21			
	Intermediate	25	9		
	Advanced	0	1	1	
	Advanced High	0	0	0	

Indicates students who progressed at least one level from 2019 to 2020.

SEMESTER 1 TESTS

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

Elementary School Exams

GRADE 1 MATHEMATICS

| 98 | 78.8 | 83.7 | | | 83.7 | | 78.9 | |

GRADE 1 READING

| 34 | 72.2 | 83.3 | | | 85.3 | | 91.2 | |

GRADE 1 READING SPANISH

| 63 | 86.5 | 91.0 | | | 95.2 | | 89.5 | |

GRADE 2 MATHEMATICS

| 73 | 79.8 | 85.9 | 81.4 | | 82.2 | 84.9 | 76.5 | 92.3 |

GRADE 2 READING

| 26 | 71.0 | 80.6 | 74.3 | | 80.8 | 65.4 | 72.1 | 91.3 |

GRADE 2 READING SPANISH

| 47 | 78.6 | 84.0 | 81.8 | | 83.0 | 85.1 | 75.1 | 92.0 |

GRADE 3 MATHEMATICS

| 79 | 64.4 | 76.3 | 80.6 | | 68.4 | 82.3 | 70.6 | 90.8 |

GRADE 3 READING

| 36 | 59.3 | 75.6 | 74.0 | | 72.2 | 77.8 | 62.6 | 88.7 |

GRADE 3 READING SPANISH

| 42 | 59.0 | 75.4 | 74.0 | | 64.3 | 71.4 | 57.7 | 88.7 |

GRADE 4 LANGUAGE ARTS

| 50 | 66.1 | 75.8 | 82.6 | | 72.0 | 96.0 | 68.3 | 91.7 |

SEMESTER 2 TESTS

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

GRADE 1 MATHEMATICS

| | | | | | | | | |

GRADE 1 READING

| | | | | | | | | |

GRADE 1 READING SPANISH

| | | | | | | | | |

GRADE 2 MATHEMATICS

| | | | | | | | | |

GRADE 2 READING

| | | | | | | | | |

GRADE 2 READING SPANISH

| | | | | | | | | |

GRADE 3 MATHEMATICS

| | | | | | | | | |

GRADE 3 READING

| | | | | | | | | |

GRADE 3 READING SPANISH

| | | | | | | | | |

GRADE 4 LANGUAGE ARTS

| | | | | | | | | |

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

| 50 | 73.9 | 78.2 | 80.3 | | 78.0 | 88.0 | 68.5 | 91.9 |

GRADE 4 MATHEMATICS

| 98 | 71.2 | 79.0 | 85.5 | | 74.5 | 96.9 | 71.7 | 90.4 |

GRADE 4 MATHEMATICS SPANISH

| 2 | * | * | * | | * | * | 50.4 | * |

GRADE 4 READING

| 56 | 54.8 | 75.4 | 82.4 | | 78.6 | 92.9 | 68.8 | 92.4 |

GRADE 4 READING SPANISH

| 44 | 70.6 | 80.4 | 80.6 | | 79.5 | 86.4 | 80.7 | 91.8 |

GRADE 5 MATHEMATICS

| 104 | 78.2 | 84.1 | 82.9 | | 82.7 | 93.3 | 78.3 | 91.9 |

GRADE 5 READING

| 42 | 56.6 | 78.3 | 79.1 | | 85.7 | 88.1 | 79.5 | 94.1 |

GRADE 5 READING SPANISH

| 62 | 72.4 | 79.8 | 82.7 | | 79.0 | 96.8 | 79.8 | 94.9 |

GRADE 5 SCIENCE

| 34 | 87.9 | 89.3 | 84.3 | | 91.2 | 100.0 | 76.5 | 95.9 |

GRADE 5 SCIENCE SPANISH

| 69 | 76.4 | 81.4 | 82.1 | | 76.8 | 98.6 | 73.2 | 94.7 |

SEMESTER 2 TESTS

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

GRADE 4 LANGUAGE ARTS SPANISH

GRADE 4 MATHEMATICS

GRADE 4 MATHEMATICS SPANISH

GRADE 4 READING

GRADE 4 READING SPANISH

GRADE 5 MATHEMATICS

GRADE 5 READING

GRADE 5 READING SPANISH

GRADE 5 SCIENCE

GRADE 5 SCIENCE SPANISH