



School Number 175

UMPHREY LEE 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	64
1	60
2	61
3	70
4	80
5	80
ALL	466

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	267	57.3	18	62.1
American Indian/Alaska Native	2	0.4	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	187	40.1	8	27.6
White	1	0.2	2	6.9
Multiple	9	1.9	1	3.4
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	207	44.4
Economically disadvantaged	456	97.9
Limited English proficient (LEP)	154	33.0
Special education	48	10.3
Talented and Gifted (TAG)	88	18.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	49	33	67.3	0	0.0	0	0.0	15	30.6	0	0.0	1	2.0
	2019	49	21	42.9	2	4.1	1	2.0	22	44.9	1	2.0	2	4.1
	2020	51	28	54.9	0	0.0	0	0.0	20	39.2	0	0.0	3	5.9
KN	2018	70	46	65.7	1	1.4	0	0.0	20	28.6	2	2.9	1	1.4
	2019	59	42	71.2	0	0.0	0	0.0	16	27.1	0	0.0	1	1.7
	2020	64	29	45.3	1	1.6	0	0.0	31	48.4	1	1.6	2	3.1
1	2018	77	44	57.1	0	0.0	0	0.0	31	40.3	2	2.6	0	0.0
	2019	55	32	58.2	1	1.8	0	0.0	21	38.2	0	0.0	1	1.8
	2020	60	38	63.3	0	0.0	0	0.0	20	33.3	0	0.0	2	3.3
2	2018	78	43	55.1	0	0.0	0	0.0	33	42.3	2	2.6	0	0.0
	2019	78	44	56.4	0	0.0	0	0.0	33	42.3	0	0.0	1	1.3
	2020	61	37	60.7	1	1.6	0	0.0	22	36.1	0	0.0	1	1.6
3	2018	93	61	65.6	1	1.1	0	0.0	30	32.3	1	1.1	0	0.0
	2019	70	37	52.9	0	0.0	0	0.0	33	47.1	0	0.0	0	0.0
	2020	70	38	54.3	0	0.0	0	0.0	32	45.7	0	0.0	0	0.0
4	2018	100	61	61.0	0	0.0	0	0.0	37	37.0	1	1.0	1	1.0
	2019	75	46	61.3	1	1.3	0	0.0	28	37.3	0	0.0	0	0.0
	2020	80	46	57.5	0	0.0	0	0.0	33	41.3	0	0.0	1	1.3
5	2018	99	67	67.7	0	0.0	0	0.0	32	32.3	0	0.0	0	0.0
	2019	106	56	52.8	0	0.0	0	0.0	47	44.3	1	0.9	2	1.9
	2020	80	51	63.8	0	0.0	0	0.0	29	36.3	0	0.0	0	0.0
PK-5	2018	566	355	62.7	2	0.4	0	0.0	198	35.0	8	1.4	3	0.5
	2019	492	278	56.5	4	0.8	1	0.2	200	40.7	2	0.4	7	1.4
	2020	466	267	57.3	2	0.4	0	0.0	187	40.1	1	0.2	9	1.9

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	49	48	98.0	14	28.6	4	8.2	15	30.6	0	0.0	43	87.8	51.0	49.0	12.2
	2019	49	49	100.0	19	38.8	6	12.2	1	2.0	0	0.0	45	91.8	38.8	61.2	8.2
	2020	51	51	100.0	14	27.5	4	7.8	16	31.4	0	0.0	39	76.5	52.9	47.1	19.6
KN	2018	70	57	81.4	19	27.1	3	4.3	23	32.9	11	15.7	20	28.6	52.9	47.1	1.4
	2019	59	59	100.0	14	23.7	8	13.6	12	20.3	6	10.2	13	22.0	66.1	33.9	3.4
	2020	64	63	98.4	27	42.2	1	1.6	28	43.8	15	23.4	17	26.6	39.1	60.9	0.0
1	2018	77	61	79.2	30	39.0	4	5.2	33	42.9	6	7.8	12	15.6	53.2	46.8	2.6
	2019	55	54	98.2	19	34.5	4	7.3	19	34.5	10	18.2	6	10.9	58.2	41.8	0.0
	2020	60	59	98.3	16	26.7	11	18.3	20	33.3	13	21.7	10	16.7	63.3	36.7	3.3
2	2018	78	65	83.3	28	35.9	5	6.4	32	41.0	9	11.5	13	16.7	50.0	50.0	1.3
	2019	78	76	97.4	28	35.9	4	5.1	31	39.7	8	10.3	13	16.7	51.3	48.7	5.1
	2020	61	60	98.4	21	34.4	3	4.9	21	34.4	17	27.9	11	18.0	55.7	44.3	3.3
3	2018	93	75	80.6	23	24.7	15	16.1	27	29.0	10	10.8	14	15.1	48.4	51.6	3.2
	2019	70	69	98.6	27	38.6	10	14.3	27	38.6	7	10.0	11	15.7	42.9	57.1	2.9
	2020	70	69	98.6	28	40.0	9	12.9	32	45.7	8	11.4	8	11.4	48.6	51.4	2.9
4	2018	100	85	85.0	29	29.0	11	11.0	67	67.0	14	14.0	16	16.0	49.0	51.0	2.0
	2019	75	72	96.0	20	26.7	9	12.0	36	48.0	19	25.3	8	10.7	48.0	52.0	1.3
	2020	80	78	97.5	27	33.8	10	12.5	53	66.3	11	13.8	12	15.0	47.5	52.5	0.0
5	2018	99	91	91.9	27	27.3	9	9.1	74	74.7	25	25.3	14	14.1	56.6	43.4	1.0
	2019	106	103	97.2	38	35.8	16	15.1	79	74.5	12	11.3	19	17.9	51.9	48.1	0.9
	2020	80	76	95.0	21	26.3	10	12.5	37	46.3	24	30.0	12	15.0	52.5	47.5	0.0
PK-5	2018	566	482	85.2	170	30.0	51	9.0	271	47.9	75	13.3	132	23.3	51.6	48.4	2.8
	2019	492	482	98.0	165	33.5	57	11.6	205	41.7	62	12.6	115	23.4	51.0	49.0	2.8
	2020	466	456	97.9	154	33.0	48	10.3	207	44.4	88	18.9	109	23.4	51.1	48.9	3.4

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	71	11,061	67	94.2	10,520	95.1	23	32.2	17.8	58	9,830	81.3	88.9
	2019	60	10,918	56	93.8	10,370	95.0	4	6.7	5.7	49	9,637	82.3	88.3
	2020	62	10,874	59	96.1	10,319	94.9	3	4.9	3.8	54	9,815	87.7	90.3
1	2018	76	11,550	73	95.8	11,055	95.7	16	21.1	16.6	66	10,347	87.1	89.6
	2019	57	11,198	54	94.8	10,715	95.7	9	15.7	5.0	47	10,069	81.8	89.9
	2020	59	11,192	56	94.7	10,678	95.4	2	3.4	3.9	50	10,139	85.2	90.6
2	2018	81	11,864	76	94.5	11,398	96.1	27	33.5	15.9	68	10,717	84.3	90.3
	2019	78	11,232	74	95.2	10,781	96.0	9	11.6	4.8	68	10,169	87.3	90.5
	2020	62	11,070	59	95.7	10,616	95.9	3	4.8	3.2	54	10,175	87.0	91.9
3	2018	89	12,536	85	95.3	12,080	96.4	28	31.4	14.4	74	11,431	83.0	91.2
	2019	68	11,452	65	95.5	11,029	96.3	8	11.7	4.6	62	10,478	90.9	91.5
	2020	68	11,093	65	95.6	10,664	96.1	3	4.4	3.5	62	10,181	91.0	91.8
4	2018	100	12,675	97	96.4	12,235	96.5	22	21.9	14.1	88	11,637	87.7	91.8
	2019	76	12,118	73	96.0	11,690	96.5	6	7.9	4.9	66	11,112	87.4	91.7
	2020	74	11,323	72	96.5	10,902	96.3	5	6.7	3.4	64	10,479	86.1	92.5
5	2018	101	12,498	97	96.0	12,078	96.6	18	17.9	6.1	90	11,513	89.4	92.1
	2019	102	12,193	97	95.0	11,779	96.6	8	7.9	4.5	84	11,300	82.7	92.7
	2020	79	11,957	75	95.6	11,518	96.3	2	2.5	3.2	71	11,098	90.2	92.8
KN-5	2018	518	72,186	494	95.4	69,366	96.1	134	25.9	14.0	444	65,475	85.7	90.7
	2019	440	69,110	419	95.1	66,364	96.0	44	10.0	4.9	376	62,765	85.4	90.8
	2020	403	67,509	386	95.7	64,698	95.8	18	4.5	3.5	355	61,887	88.0	91.7

Teachers: 29

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	18	62.1
Hispanic	8	27.6
White	2	6.9
Multiple	1	3.4
Other	0	0.0

Gender	Number	Percentage
Female	20	69.0
Male	9	31.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.3	75.6
2018-19	4.8	72.2
2019-20	2.8	71.9

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	6.9
1	1	3.4
2	2	6.9
3	1	3.4
4	0	0.0
5	2	6.9
1-3	4	13.8
More than 3	23	79.3
1 - 5	6	20.7
6 - 10	8	27.6
11 - 20	9	31.0
More than 20	4	13.8

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (27)	Beginning	27	100.0	27	100.0	27	100.0	27	100.0	27	100.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	0	0.0	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 (16)	Beginning	5	31.3	7	43.8	16	100.0	16	100.0	7	43.8
	Intermediate	11	68.8	9	56.3	0	0.0	0	0.0	9	56.3
	Advanced	0	0.0	0	0.0	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
2 (20)	Beginning	0	0.0	2	10.0	0	0.0	3	15.0	0	0.0
	Intermediate	7	35.0	12	60.0	0	0.0	7	35.0	0	0.0
	Advanced	6	30.0	5	25.0	0	0.0	8	40.0	0	0.0
	Advanced High	7	35.0	1	5.0	0	0.0	2	10.0	0	0.0
3 (26)	Beginning	1	3.8	1	3.8	0	0.0	3	11.5	0	0.0
	Intermediate	2	7.7	18	69.2	0	0.0	7	26.9	0	0.0
	Advanced	7	26.9	7	26.9	0	0.0	8	30.8	0	0.0
	Advanced High	16	61.5	0	0.0	0	0.0	8	30.8	0	0.0
4 (25)	Beginning	1	4.0	2	8.0	0	0.0	5	20.0	0	0.0
	Intermediate	17	68.0	17	68.0	0	0.0	10	40.0	0	0.0
	Advanced	7	28.0	6	24.0	0	0.0	5	20.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	5	20.0	0	0.0


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
13 8 (61.5%)	Beginning	4			
	Intermediate	8	1		
	Advanced	0	0	0	
	Advanced High	0	0	0	
19 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
26 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
24 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (16)	Beginning	1	6.3	0	0.0	0	0.0	1	6.3	0	0.0
	Intermediate	1	6.3	3	18.8	0	0.0	1	6.3	0	0.0
	Advanced	3	18.8	9	56.3	0	0.0	0	0.0	0	0.0
	Advanced High	11	68.8	4	25.0	0	0.0	14	87.5	0	0.0
ALL (130)	Beginning	35	26.9	39	30.0	43	100.0	55	42.3	34	79.1
	Intermediate	38	29.2	59	45.4	0	0.0	25	19.2	9	20.9
	Advanced	23	17.7	27	20.8	0	0.0	21	16.2	0	0.0
	Advanced High	34	26.2	5	3.8	0	0.0	29	22.3	0	0.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
16 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
98 8 (8.2%)	Beginning	4			
	Intermediate	8	1		
	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

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

49	73.9	79.9			75.5		78.9	
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GRADE 1 READING

38	76.4	85.9			94.7		91.2	
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GRADE 1 READING SPANISH

10	85.5	90.3			90.0		89.5	
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GRADE 2 MATHEMATICS

57	69.9	79.0	77.1		71.9	77.2	76.5	92.3
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GRADE 2 READING

37	65.4	76.9	81.1		78.4	100.0	72.1	91.3
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GRADE 2 READING SPANISH

21	82.4	86.8	81.0		85.7	85.7	75.1	92.0
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GRADE 3 MATHEMATICS

63	65.9	77.2	81.8		74.6	93.7	70.6	90.8
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GRADE 3 READING

38	51.2	70.7	78.9		47.4	86.8	62.6	88.7
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GRADE 3 READING SPANISH

25	61.8	77.1	82.3		84.0	92.0	57.7	88.7
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GRADE 4 LANGUAGE ARTS

40	56.3	68.8	80.4		47.5	100.0	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

27	66.0	71.7	78.9		70.4	96.3	68.5	91.9
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GRADE 4 MATHEMATICS

68	65.4	74.7	80.5		66.2	89.7	71.7	90.4
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GRADE 4 READING

42	48.8	72.1	77.1		61.9	85.7	68.8	92.4
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GRADE 4 READING SPANISH

27	62.8	75.2	78.9		77.8	96.3	80.7	91.8
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GRADE 5 MATHEMATICS

73	71.2	79.0	81.7		74.0	90.4	78.3	91.9
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GRADE 5 READING

52	58.9	79.5	78.9		90.4	98.1	79.5	94.1
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GRADE 5 READING SPANISH

20	72.7	80.0	84.6		80.0	95.0	79.8	94.9
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GRADE 5 SCIENCE

72	80.8	83.1	83.1		83.3	97.2	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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