



School Number 205

# CLINTON P. RUSSELL 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	93
KN	84
1	82
2	86
3	102
4	94
5	103
ALL	644

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	79	12.3	12	30.8
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	558	86.6	22	56.4
White	4	0.6	4	10.3
Multiple	3	0.5	0	0.0
Other* (teachers only)	—	—	1	2.6
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	457	71.0
Economically disadvantaged	601	93.3
Limited English proficient (LEP)	437	67.9
Special education	46	7.1
Talented and Gifted (TAG)	102	15.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	80	10	12.5	0	0.0	0	0.0	68	85.0	0	0.0	1	1.3
	2019	72	3	4.2	0	0.0	0	0.0	68	94.4	1	1.4	0	0.0
	2020	93	13	14.0	0	0.0	0	0.0	79	84.9	0	0.0	1	1.1
KN	2018	96	9	9.4	0	0.0	0	0.0	87	90.6	0	0.0	0	0.0
	2019	83	11	13.3	0	0.0	0	0.0	70	84.3	0	0.0	2	2.4
	2020	84	7	8.3	0	0.0	0	0.0	75	89.3	2	2.4	0	0.0
1	2018	103	11	10.7	0	0.0	0	0.0	92	89.3	0	0.0	0	0.0
	2019	92	6	6.5	0	0.0	0	0.0	86	93.5	0	0.0	0	0.0
	2020	82	11	13.4	0	0.0	0	0.0	70	85.4	0	0.0	1	1.2
2	2018	111	21	18.9	0	0.0	0	0.0	87	78.4	2	1.8	0	0.0
	2019	98	12	12.2	0	0.0	0	0.0	86	87.8	0	0.0	0	0.0
	2020	86	7	8.1	0	0.0	0	0.0	78	90.7	1	1.2	0	0.0
3	2018	116	15	12.9	0	0.0	0	0.0	101	87.1	0	0.0	0	0.0
	2019	98	13	13.3	0	0.0	0	0.0	83	84.7	1	1.0	1	1.0
	2020	102	14	13.7	0	0.0	0	0.0	87	85.3	0	0.0	1	1.0
4	2018	115	18	15.7	0	0.0	0	0.0	96	83.5	1	0.9	0	0.0
	2019	112	17	15.2	1	0.9	0	0.0	93	83.0	1	0.9	0	0.0
	2020	94	13	13.8	0	0.0	0	0.0	80	85.1	1	1.1	0	0.0
5	2018	102	13	12.7	0	0.0	0	0.0	86	84.3	3	2.9	0	0.0
	2019	97	14	14.4	0	0.0	0	0.0	82	84.5	1	1.0	0	0.0
	2020	103	14	13.6	0	0.0	0	0.0	89	86.4	0	0.0	0	0.0
PK-5	2018	723	97	13.4	0	0.0	0	0.0	617	85.3	6	0.8	1	0.1
	2019	652	76	11.7	1	0.2	0	0.0	568	87.1	4	0.6	3	0.5
	2020	644	79	12.3	0	0.0	0	0.0	558	86.6	4	0.6	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	80	75	93.8	52	65.0	1	1.3	53	66.3	0	0.0	74	92.5	57.5	42.5	7.5
	2019	72	70	97.2	54	75.0	3	4.2	5	6.9	0	0.0	67	93.1	52.8	47.2	8.3
	2020	93	93	100.0	64	68.8	0	0.0	66	71.0	0	0.0	81	87.1	52.7	47.3	12.9
KN	2018	96	81	84.4	69	71.9	3	3.1	69	71.9	8	8.3	23	24.0	46.9	53.1	0.0
	2019	83	77	92.8	53	63.9	3	3.6	42	50.6	9	10.8	18	21.7	56.6	43.4	1.2
	2020	84	80	95.2	59	70.2	6	7.1	60	71.4	7	8.3	16	19.0	53.6	46.4	1.2
1	2018	103	80	77.7	68	66.0	0	0.0	69	67.0	11	10.7	7	6.8	48.5	51.5	0.0
	2019	92	84	91.3	67	72.8	3	3.3	64	69.6	15	16.3	6	6.5	47.8	52.2	1.1
	2020	82	74	90.2	53	64.6	5	6.1	52	63.4	15	18.3	5	6.1	53.7	46.3	0.0
2	2018	111	90	81.1	68	61.3	8	7.2	69	62.2	7	6.3	10	9.0	50.5	49.5	0.9
	2019	98	91	92.9	66	67.3	6	6.1	65	66.3	15	15.3	2	2.0	51.0	49.0	0.0
	2020	86	77	89.5	63	73.3	7	8.1	63	73.3	17	19.8	7	8.1	47.7	52.3	0.0
3	2018	116	110	94.8	71	61.2	8	6.9	72	62.1	12	10.3	6	5.2	61.2	38.8	0.0
	2019	98	86	87.8	66	67.3	8	8.2	63	64.3	18	18.4	6	6.1	50.0	50.0	0.0
	2020	102	95	93.1	65	63.7	7	6.9	66	64.7	16	15.7	8	7.8	52.9	47.1	0.0
4	2018	115	106	92.2	65	56.5	11	9.6	94	81.7	22	19.1	9	7.8	53.0	47.0	0.9
	2019	112	103	92.0	71	63.4	10	8.9	97	86.6	23	20.5	5	4.5	54.5	45.5	0.9
	2020	94	87	92.6	66	70.2	11	11.7	79	84.0	23	24.5	5	5.3	53.2	46.8	0.0
5	2018	102	98	96.1	69	67.6	7	6.9	84	82.4	22	21.6	9	8.8	51.0	49.0	1.0
	2019	97	86	88.7	57	58.8	10	10.3	85	87.6	18	18.6	3	3.1	55.7	44.3	0.0
	2020	103	95	92.2	67	65.0	10	9.7	71	68.9	24	23.3	2	1.9	56.3	43.7	1.0
PK-5	2018	723	640	88.5	462	63.9	38	5.3	510	70.5	82	11.3	138	19.1	52.7	47.3	1.2
	2019	652	597	91.6	434	66.6	43	6.6	421	64.6	98	15.0	107	16.4	52.6	47.4	1.4
	2020	644	601	93.3	437	67.9	46	7.1	457	71.0	102	15.8	124	19.3	53.0	47.0	2.2

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	96	11,061	92	95.8	10,520	95.1	11	11.4	17.8	91	9,830	94.7	88.9
	2019	86	10,918	82	95.1	10,370	95.0	2	2.3	5.7	80	9,637	93.3	88.3
	2020	85	10,874	80	95.0	10,319	94.9	1	1.2	3.8	78	9,815	92.2	90.3
1	2018	100	11,550	96	95.8	11,055	95.7	12	11.9	16.6	95	10,347	94.6	89.6
	2019	91	11,198	88	96.0	10,715	95.7	5	5.5	5.0	85	10,069	93.2	89.9
	2020	81	11,192	77	95.1	10,678	95.4	0	0.0	3.9	75	10,139	92.3	90.6
2	2018	109	11,864	104	95.6	11,398	96.1	12	11.1	15.9	101	10,717	93.0	90.3
	2019	99	11,232	95	96.2	10,781	96.0	1	1.0	4.8	94	10,169	95.0	90.5
	2020	84	11,070	81	95.7	10,616	95.9	1	1.2	3.2	78	10,175	92.7	91.9
3	2018	113	12,536	110	97.2	12,080	96.4	11	9.7	14.4	108	11,431	95.5	91.2
	2019	97	11,452	94	96.8	11,029	96.3	6	6.2	4.6	91	10,478	94.0	91.5
	2020	101	11,093	97	96.1	10,664	96.1	0	0.0	3.5	93	10,181	92.5	91.8
4	2018	117	12,675	113	96.6	12,235	96.5	11	9.4	14.1	112	11,637	96.1	91.8
	2019	113	12,118	109	96.4	11,690	96.5	2	1.8	4.9	110	11,112	97.5	91.7
	2020	92	11,323	89	96.8	10,902	96.3	5	5.5	3.4	87	10,479	95.0	92.5
5	2018	103	12,498	99	96.3	12,078	96.6	6	5.8	6.1	97	11,513	93.9	92.1
	2019	99	12,193	96	96.3	11,779	96.6	3	3.0	4.5	91	11,300	91.7	92.7
	2020	105	11,957	101	96.6	11,518	96.3	4	3.8	3.2	98	11,098	93.3	92.8
KN-5	2018	638	72,186	614	96.2	69,366	96.1	63	9.9	14.0	604	65,475	94.7	90.7
	2019	585	69,110	562	96.2	66,364	96.0	19	3.2	4.9	551	62,765	94.2	90.8
	2020	547	67,509	525	95.9	64,698	95.8	11	2.0	3.5	509	61,887	93.0	91.7



**Teachers: 39**

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	12	30.8
Hispanic	22	56.4
White	4	10.3
Multiple	0	0.0
Other	1	2.6

Gender	Number	Percentage
Female	29	74.4
Male	10	25.6

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
<b>2017-18</b>	6.7	78.6
<b>2018-19</b>	6.1	74.4
<b>2019-20</b>	4.4	66.7

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	4	10.3
1	2	5.1
2	0	0.0
3	8	20.5
4	0	0.0
5	3	7.7
1-3	10	25.6
More than 3	25	64.1
1 - 5	13	33.3
6 - 10	8	20.5
11 - 20	7	17.9
More than 20	7	17.9

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
KN (59)	Beginning	30	50.8	33	55.9	59	100.0	58	98.3	38	64.4
	Intermediate	13	22.0	14	23.7	0	0.0	1	1.7	21	35.6
	Advanced	9	15.3	7	11.9	0	0.0	0	0.0	0	0.0
	Advanced High	7	11.9	5	8.5	0	0.0	0	0.0	0	0.0
1 (53)	Beginning	25	47.2	25	47.2	39	73.6	37	69.8	25	47.2
	Intermediate	23	43.4	23	43.4	13	24.5	9	17.0	25	47.2
	Advanced	5	9.4	5	9.4	1	1.9	7	13.2	3	5.7
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (63)	Beginning	5	7.9	9	14.3	13	20.6	18	29.5	3	4.9
	Intermediate	20	31.7	33	52.4	24	38.1	37	60.7	37	60.7
	Advanced	30	47.6	10	15.9	22	34.9	6	9.8	20	32.8
	Advanced High	8	12.7	11	17.5	4	6.3	0	0.0	1	1.6
3 (65)	Beginning	2	3.1	7	10.8	26	40.0	16	24.6	3	4.6
	Intermediate	9	13.8	36	55.4	24	36.9	27	41.5	37	56.9
	Advanced	28	43.1	13	20.0	11	16.9	14	21.5	23	35.4
	Advanced High	26	40.0	9	13.8	4	6.2	8	12.3	2	3.1
4 (66)	Beginning	6	9.2	13	20.0	11	16.7	11	16.9	4	6.3
	Intermediate	29	44.6	25	38.5	25	37.9	28	43.1	34	53.1
	Advanced	21	32.3	24	36.9	24	36.4	11	16.9	20	31.3
	Advanced High	9	13.8	3	4.6	6	9.1	15	23.1	6	9.4


Number Rated Both Years		2019 Level			
N (%) Progressed	2020 Level	Beg	Int	Adv	Adv High
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
52 8 (15.4%)	Beginning	24			
	Intermediate	5	20		
	Advanced	0	3	0	
	Advanced High	0	0	0	
62 38 (61.3%)	Beginning	3			
	Intermediate	20	16		
	Advanced	14	3	3	
	Advanced High	0	1	0	
63 21 (33.3%)	Beginning	1			
	Intermediate	5	32		
	Advanced	0	14	9	
	Advanced High	0	0	2	
63 15 (23.8%)	Beginning	3			
	Intermediate	0	32		
	Advanced	0	9	11	
	Advanced High	0	1	5	

**PERFORMANCE IN 2020**

Grade 2019-20  (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2020 Level	N	%	N	%	N	%	N	%	N	%
5  (68)	Beginning	4	5.9	7	10.3	2	2.9	4	6.0	0	0.0
	Intermediate	19	27.9	21	30.9	19	27.9	18	26.9	18	26.9
	Advanced	18	26.5	35	51.5	28	41.2	13	19.4	33	49.3
	Advanced High	27	39.7	5	7.4	19	27.9	32	47.8	16	23.9
ALL  (374)	Beginning	72	19.3	94	25.2	150	40.1	144	38.9	73	19.8
	Intermediate	113	30.3	152	40.8	105	28.1	120	32.4	172	46.6
	Advanced	111	29.8	94	25.2	86	23.0	51	13.8	99	26.8
	Advanced High	77	20.6	33	8.8	33	8.8	55	14.9	25	6.8

**PROGRESSION FROM 2019 TO 2020**

Number Rated Both Years  N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
68  41 (60.3%)	Beginning	0			
	Intermediate	5	13		
	Advanced	0	20	13	
	Advanced High	0	3	13	
309  123 (39.8%)	Beginning	32			
	Intermediate	35	113		
	Advanced	14	49	36	
	Advanced High	0	5	20	

 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**

79	68.5	75.8			65.8		78.9	
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**GRADE 1 READING**

21	60.0	76.0			76.2		91.2	
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**GRADE 1 READING SPANISH**

58	77.2	84.8			86.2		89.5	
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**GRADE 2 MATHEMATICS**

84	66.4	76.5	87.5		69.0	96.4	76.5	92.3
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**GRADE 2 READING**

21	54.3	69.5	87.7		57.1	100.0	72.1	91.3
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**GRADE 2 READING SPANISH**

62	64.4	73.3	86.2		66.1	100.0	75.1	92.0
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**GRADE 3 MATHEMATICS**

98	62.9	75.3	77.7		63.3	73.5	70.6	90.8
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**GRADE 3 READING**

56	47.7	68.6	80.1		46.4	87.5	62.6	88.7
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**GRADE 3 READING SPANISH**

43	44.8	66.9	78.7		37.2	100.0	57.7	88.7
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**GRADE 4 LANGUAGE ARTS**

25	56.9	69.2	81.1		48.0	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**

67	68.7	74.0	75.9		64.2	71.6	68.5	91.9
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**GRADE 4 MATHEMATICS**

89	62.7	72.7	77.2		62.9	80.9	71.7	90.4
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**GRADE 4 MATHEMATICS SPANISH**

3	*	*	*		*	*	50.4	*
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**GRADE 4 READING**

25	53.0	74.4	81.4		68.0	96.0	68.8	92.4
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**GRADE 4 READING SPANISH**

67	63.2	75.5	75.9		70.1	71.6	80.7	91.8
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**GRADE 5 MATHEMATICS**

102	74.3	81.2	85.9		76.5	97.1	78.3	91.9
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**GRADE 5 MATHEMATICS SPANISH**

3	*	*	*		*	*	56.2	*
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**GRADE 5 READING**

42	56.9	78.5	79.3		85.7	92.9	79.5	94.1
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**GRADE 5 READING SPANISH**

63	68.2	76.7	88.7		79.4	96.8	79.8	94.9
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**GRADE 5 SCIENCE**

103	77.2	79.9	82.8		74.8	95.1	76.5	95.9
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**GRADE 5 SCIENCE SPANISH**

2	*	*	*		*	*	73.2	*
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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 MATHEMATICS SPANISH**

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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 MATHEMATICS SPANISH**

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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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**GRADE 5 SCIENCE SPANISH**

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