



School Number 126

CENTRAL 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	99
KN	89
1	84
2	78
3	86
4	71
5	100
ALL	607

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	104	17.1	10	26.3
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	360	59.3	11	28.9
White	126	20.8	17	44.7
Multiple	17	2.8	0	0.0
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	260	42.8
Economically disadvantaged	544	89.6
Limited English proficient (LEP)	226	37.2
Special education	78	12.9
Talented and Gifted (TAG)	93	15.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	99	18	18.2	0	0.0	0	0.0	51	51.5	25	25.3	5	5.1
	2019	101	24	23.8	0	0.0	0	0.0	58	57.4	19	18.8	0	0.0
	2020	99	15	15.2	0	0.0	0	0.0	60	60.6	17	17.2	7	7.1
KN	2018	84	19	22.6	0	0.0	0	0.0	47	56.0	16	19.0	2	2.4
	2019	71	11	15.5	0	0.0	0	0.0	38	53.5	22	31.0	0	0.0
	2020	89	16	18.0	0	0.0	0	0.0	48	53.9	24	27.0	1	1.1
1	2018	94	15	16.0	0	0.0	0	0.0	57	60.6	21	22.3	1	1.1
	2019	85	19	22.4	0	0.0	0	0.0	49	57.6	16	18.8	1	1.2
	2020	84	14	16.7	0	0.0	0	0.0	46	54.8	22	26.2	2	2.4
2	2018	67	10	14.9	1	1.5	0	0.0	39	58.2	15	22.4	2	3.0
	2019	90	14	15.6	0	0.0	0	0.0	54	60.0	20	22.2	2	2.2
	2020	78	19	24.4	0	0.0	0	0.0	44	56.4	14	17.9	1	1.3
3	2018	86	12	14.0	0	0.0	0	0.0	46	53.5	25	29.1	3	3.5
	2019	75	12	16.0	1	1.3	0	0.0	44	58.7	17	22.7	1	1.3
	2020	86	15	17.4	0	0.0	0	0.0	57	66.3	14	16.3	0	0.0
4	2018	76	17	22.4	0	0.0	0	0.0	42	55.3	15	19.7	2	2.6
	2019	89	7	7.9	0	0.0	0	0.0	50	56.2	28	31.5	4	4.5
	2020	71	13	18.3	0	0.0	0	0.0	44	62.0	13	18.3	1	1.4
5	2018	73	10	13.7	1	1.4	0	0.0	39	53.4	21	28.8	2	2.7
	2019	68	15	22.1	0	0.0	0	0.0	35	51.5	17	25.0	1	1.5
	2020	100	12	12.0	0	0.0	0	0.0	61	61.0	22	22.0	5	5.0
PK-5	2018	579	101	17.4	2	0.3	0	0.0	321	55.4	138	23.8	17	2.9
	2019	579	102	17.6	1	0.2	0	0.0	328	56.6	139	24.0	9	1.6
	2020	607	104	17.1	0	0.0	0	0.0	360	59.3	126	20.8	17	2.8

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	99	94	94.9	37	37.4	3	3.0	39	39.4	0	0.0	98	99.0	49.5	50.5	1.0
	2019	101	100	99.0	45	44.6	3	3.0	14	13.9	0	0.0	74	73.3	53.5	46.5	26.7
	2020	99	99	100.0	37	37.4	4	4.0	38	38.4	0	0.0	70	70.7	61.6	38.4	29.3
KN	2018	84	64	76.2	30	35.7	10	11.9	35	41.7	4	4.8	18	21.4	38.1	61.9	8.3
	2019	71	63	88.7	26	36.6	4	5.6	22	31.0	8	11.3	14	19.7	62.0	38.0	0.0
	2020	89	75	84.3	36	40.4	7	7.9	35	39.3	9	10.1	25	28.1	43.8	56.2	4.5
1	2018	94	80	85.1	38	40.4	9	9.6	45	47.9	10	10.6	7	7.4	45.7	54.3	18.1
	2019	85	74	87.1	37	43.5	10	11.8	43	50.6	10	11.8	7	8.2	35.3	64.7	10.6
	2020	84	73	86.9	30	35.7	6	7.1	37	44.0	13	15.5	3	3.6	58.3	41.7	16.7
2	2018	67	59	88.1	25	37.3	8	11.9	34	50.7	10	14.9	2	3.0	47.8	52.2	10.4
	2019	90	85	94.4	38	42.2	12	13.3	45	50.0	12	13.3	8	8.9	52.2	47.8	7.8
	2020	78	67	85.9	28	35.9	7	9.0	32	41.0	17	21.8	10	12.8	38.5	61.5	7.7
3	2018	86	75	87.2	26	30.2	22	25.6	40	46.5	7	8.1	12	14.0	60.5	39.5	15.1
	2019	75	67	89.3	29	38.7	17	22.7	38	50.7	14	18.7	8	10.7	54.7	45.3	6.7
	2020	86	79	91.9	36	41.9	12	14.0	38	44.2	15	17.4	7	8.1	51.2	48.8	2.3
4	2018	76	69	90.8	27	35.5	17	22.4	41	53.9	16	21.1	4	5.3	57.9	42.1	3.9
	2019	89	82	92.1	31	34.8	23	25.8	46	51.7	11	12.4	9	10.1	56.2	43.8	3.4
	2020	71	62	87.3	25	35.2	19	26.8	33	46.5	18	25.4	5	7.0	56.3	43.7	4.2
5	2018	73	62	84.9	20	27.4	19	26.0	47	64.4	15	20.5	9	12.3	52.1	47.9	0.0
	2019	68	59	86.8	21	30.9	19	27.9	35	51.5	16	23.5	6	8.8	57.4	42.6	0.0
	2020	100	89	89.0	34	34.0	23	23.0	47	47.0	21	21.0	12	12.0	58.0	42.0	0.0
PK-5	2018	579	503	86.9	203	35.1	88	15.2	281	48.5	62	10.7	150	25.9	50.1	49.9	8.3
	2019	579	530	91.5	227	39.2	88	15.2	243	42.0	71	12.3	126	21.8	52.7	47.3	8.8
	2020	607	544	89.6	226	37.2	78	12.9	260	42.8	93	15.3	132	21.7	52.9	47.1	9.6

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	85	11,061	82	95.7	10,520	95.1	9	10.6	17.8	81	9,830	95.0	88.9
	2019	74	10,918	71	95.7	10,370	95.0	1	1.4	5.7	68	9,637	92.1	88.3
	2020	89	10,874	84	94.7	10,319	94.9	0	0.0	3.8	84	9,815	94.3	90.3
1	2018	93	11,550	90	96.5	11,055	95.7	15	16.1	16.6	85	10,347	91.1	89.6
	2019	87	11,198	84	96.0	10,715	95.7	3	3.4	5.0	77	10,069	88.1	89.9
	2020	84	11,192	80	95.6	10,678	95.4	1	1.2	3.9	80	10,139	95.2	90.6
2	2018	65	11,864	62	94.8	11,398	96.1	12	18.5	15.9	57	10,717	87.9	90.3
	2019	87	11,232	84	96.4	10,781	96.0	4	4.6	4.8	81	10,169	93.2	90.5
	2020	75	11,070	72	96.1	10,616	95.9	1	1.3	3.2	71	10,175	94.9	91.9
3	2018	85	12,536	82	96.5	12,080	96.4	16	18.8	14.4	78	11,431	91.7	91.2
	2019	73	11,452	70	95.6	11,029	96.3	4	5.5	4.6	66	10,478	90.4	91.5
	2020	85	11,093	81	96.3	10,664	96.1	1	1.2	3.5	79	10,181	93.4	91.8
4	2018	78	12,675	75	96.7	12,235	96.5	6	7.7	14.1	73	11,637	94.0	91.8
	2019	87	12,118	83	95.9	11,690	96.5	5	5.8	4.9	79	11,112	91.3	91.7
	2020	69	11,323	66	95.9	10,902	96.3	2	2.9	3.4	66	10,479	96.1	92.5
5	2018	73	12,498	71	96.2	12,078	96.6	1	1.4	6.1	69	11,513	94.0	92.1
	2019	71	12,193	68	96.3	11,779	96.6	1	1.4	4.5	65	11,300	91.6	92.7
	2020	97	11,957	93	96.3	11,518	96.3	4	4.1	3.2	92	11,098	94.8	92.8
KN-5	2018	480	72,186	461	96.1	69,366	96.1	59	12.3	14.0	443	65,475	92.4	90.7
	2019	479	69,110	459	96.0	66,364	96.0	18	3.8	4.9	436	62,765	91.1	90.8
	2020	498	67,509	477	95.8	64,698	95.8	9	1.8	3.5	472	61,887	94.7	91.7

Teachers: 38

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	10	26.3
Hispanic	11	28.9
White	17	44.7
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	36	94.7
Male	2	5.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	8.0	90.6
2018-19	7.1	80.6
2019-20	5.6	91.2

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	2.6
1	2	5.3
2	0	0.0
3	1	2.6
4	7	18.4
5	4	10.5
1-3	3	7.9
More than 3	34	89.5
1 - 5	14	36.8
6 - 10	10	26.3
11 - 20	9	23.7
More than 20	4	10.5

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (36)	Beginning	8	22.2	10	27.8	26	74.3	23	65.7	10	28.6
	Intermediate	11	30.6	8	22.2	0	0.0	3	8.6	16	45.7
	Advanced	3	8.3	4	11.1	1	2.9	0	0.0	0	0.0
	Advanced High	14	38.9	14	38.9	8	22.9	9	25.7	9	25.7
1 (31)	Beginning	2	6.5	3	9.7	14	45.2	3	9.7	2	6.5
	Intermediate	13	41.9	14	45.2	11	35.5	16	51.6	15	48.4
	Advanced	8	25.8	6	19.4	2	6.5	8	25.8	8	25.8
	Advanced High	8	25.8	8	25.8	4	12.9	4	12.9	6	19.4
2 (27)	Beginning	1	3.7	4	14.8	3	11.1	2	7.4	1	3.7
	Intermediate	4	14.8	15	55.6	16	59.3	15	55.6	10	37.0
	Advanced	16	59.3	5	18.5	8	29.6	10	37.0	16	59.3
	Advanced High	6	22.2	3	11.1	0	0.0	0	0.0	0	0.0
3 (36)	Beginning	0	0.0	5	13.9	1	2.8	1	2.8	0	0.0
	Intermediate	2	5.6	19	52.8	20	55.6	5	13.9	7	19.4
	Advanced	5	13.9	8	22.2	10	27.8	12	33.3	25	69.4
	Advanced High	29	80.6	4	11.1	5	13.9	18	50.0	4	11.1
4 (25)	Beginning	1	4.0	1	4.0	2	8.0	2	8.0	1	4.0
	Intermediate	5	20.0	8	32.0	2	8.0	1	4.0	3	12.0
	Advanced	13	52.0	13	52.0	7	28.0	4	16.0	12	48.0
	Advanced High	6	24.0	3	12.0	14	56.0	18	72.0	9	36.0

PROGRESSION FROM 2019 TO 2020


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
29 26 (89.7%)	Beginning	0			
	Intermediate	12	3		
	Advanced	5	3	0	
	Advanced High	2	3	1	
27 11 (40.7%)	Beginning	1			
	Intermediate	1	9		
	Advanced	0	10	6	
	Advanced High	0	0	0	
36 18 (50.0%)	Beginning	0			
	Intermediate	0	7		
	Advanced	0	14	11	
	Advanced High	0	0	4	
25 15 (60.0%)	Beginning	1			
	Intermediate	0	3		
	Advanced	0	6	6	
	Advanced High	0	0	9	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (33)	Beginning	3	9.1	2	6.1	1	3.2	1	3.0	1	3.2
	Intermediate	2	6.1	13	39.4	14	45.2	8	24.2	6	19.4
	Advanced	12	36.4	13	39.4	11	35.5	5	15.2	17	54.8
	Advanced High	16	48.5	5	15.2	5	16.1	19	57.6	7	22.6
ALL (188)	Beginning	15	8.0	25	13.3	47	25.4	32	17.1	15	8.1
	Intermediate	37	19.7	77	41.0	63	34.1	48	25.7	57	30.8
	Advanced	57	30.3	49	26.1	39	21.1	39	20.9	78	42.2
	Advanced High	79	42.0	37	19.7	36	19.5	68	36.4	35	18.9

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years		2019 Level			
N (%) Progressed	2020 Level	Beg	Int	Adv	Adv High
32 20 (62.5%)	Beginning	0			
	Intermediate	1	5		
	Advanced	0	12	5	
	Advanced High	0	0	7	
151 91 (60.3%)	Beginning	2			
	Intermediate	15	27		
	Advanced	5	45	28	
	Advanced High	2	3	21	

 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

81	83.6	87.4			88.9		78.9	
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GRADE 1 READING

56	81.3	88.8			91.1		91.2	
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GRADE 1 READING SPANISH

25	84.0	89.3			96.0		89.5	
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GRADE 2 MATHEMATICS

69	83.4	88.4	81.8		92.8	88.4	76.5	92.3
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GRADE 2 READING

64	72.0	81.3	82.4		84.4	87.5	72.1	91.3
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GRADE 2 READING SPANISH

7	74.3	80.7	82.4		85.7	85.7	75.1	92.0
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GRADE 3 MATHEMATICS

78	80.5	87.0	77.6		94.9	79.5	70.6	90.8
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GRADE 3 READING

70	64.9	79.0	74.8		85.7	81.4	62.6	88.7
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GRADE 3 READING SPANISH

7	65.0	79.0	70.3		71.4	57.1	57.7	88.7
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GRADE 4 LANGUAGE ARTS

47	75.3	82.4	81.3		91.5	89.4	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

8	82.4	85.3	85.4		100.0	100.0	68.5	91.9
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GRADE 4 MATHEMATICS

54	86.0	89.8	85.4		96.3	96.3	71.7	90.4
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GRADE 4 MATHEMATICS SPANISH

1	*	*	*		*		50.4	*
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GRADE 4 READING

51	64.8	80.8	80.6		90.2	94.1	68.8	92.4
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GRADE 4 READING SPANISH

4	*	*	*		*	*	80.7	*
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GRADE 5 MATHEMATICS

84	86.1	89.8	85.0		97.6	91.7	78.3	91.9
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GRADE 5 READING

73	61.1	80.5	74.7		90.4	75.3	79.5	94.1
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GRADE 5 READING SPANISH

10	74.5	81.4	71.4		90.0	60.0	79.8	94.9
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GRADE 5 SCIENCE

83	90.2	91.4	85.5		96.4	92.8	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 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 READING

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GRADE 5 READING SPANISH

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GRADE 5 SCIENCE

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