Campus Data Packet for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 129

S.S. CONNER ELEMENTARY SCHOOL

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S.S. CONNER ELEMENTARY SCHOOL (129)   **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	105
KN	97
1	90
2	100
3	85
4	85
5	80
ALL	642

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	265	41.3	12	33.3
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	2	0.3	*	*
Hispanic	356	55.5	15	41.7
White	4	0.6	7	19.4
Multiple	15	2.3	2	5.6
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	323	50.3
Economically disadvantaged	626	97.5
Limited English proficient (LEP)	302	47.0
Special education	60	9.3
Talented and Gifted (TAG)	67	10.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	104	46	44.2	0	0.0	1	1.0	52	50.0	4	3.8	1	1.0
	2019	97	49	50.5	1	1.0	0	0.0	41	42.3	1	1.0	5	5.2
	2020	105	56	53.3	0	0.0	0	0.0	48	45.7	0	0.0	1	1.0
KN	2018	81	38	46.9	0	0.0	1	1.2	38	46.9	3	3.7	1	1.2
	2019	100	49	49.0	0	0.0	0	0.0	45	45.0	2	2.0	4	4.0
	2020	97	42	43.3	0	0.0	1	1.0	50	51.5	0	0.0	4	4.1
1	2018	95	42	44.2	0	0.0	0	0.0	51	53.7	2	2.1	0	0.0
	2019	101	55	54.5	0	0.0	1	1.0	43	42.6	1	1.0	1	1.0
	2020	90	34	37.8	0	0.0	0	0.0	52	57.8	1	1.1	3	3.3
2	2018	93	44	47.3	0	0.0	0	0.0	46	49.5	1	1.1	2	2.2
	2019	92	48	52.2	0	0.0	0	0.0	44	47.8	0	0.0	0	0.0
	2020	100	44	44.0	0	0.0	1	1.0	51	51.0	0	0.0	4	4.0
3	2018	84	41	48.8	0	0.0	0	0.0	41	48.8	1	1.2	1	1.2
	2019	88	40	45.5	0	0.0	0	0.0	44	50.0	2	2.3	2	2.3
	2020	85	30	35.3	0	0.0	0	0.0	55	64.7	0	0.0	0	0.0
4	2018	87	43	49.4	0	0.0	0	0.0	44	50.6	0	0.0	0	0.0
	2019	79	35	44.3	0	0.0	0	0.0	42	53.2	1	1.3	1	1.3
	2020	85	31	36.5	0	0.0	0	0.0	50	58.8	2	2.4	2	2.4
5	2018	104	50	48.1	0	0.0	0	0.0	53	51.0	1	1.0	0	0.0
	2019	75	45	60.0	0	0.0	0	0.0	30	40.0	0	0.0	0	0.0
	2020	80	28	35.0	0	0.0	0	0.0	50	62.5	1	1.3	1	1.3
PK-5	2018	648	304	46.9	0	0.0	2	0.3	325	50.2	12	1.9	5	0.8
	2019	632	321	50.8	1	0.2	1	0.2	289	45.7	7	1.1	13	2.1
	2020	642	265	41.3	0	0.0	2	0.3	356	55.5	4	0.6	15	2.3

Grade	Year	Enrollment	Economically Disadvantaged N	%	LEP N	%	Special Education N	%	At Risk N	%	TAG N	%	New (to District) N	%	Gender % Male	% Female	Retention Rate (%)
PK	2018	104	79	76.0	43	41.3	14	13.5	46	44.2	0	0.0	91	87.5	48.1	51.9	7.7
	2019	97	95	97.9	33	34.0	8	8.2	14	14.4	0	0.0	69	71.1	54.6	45.4	29.9
	2020	105	105	100.0	44	41.9	6	5.7	44	41.9	0	0.0	78	74.3	49.5	50.5	24.8
KN	2018	81	67	82.7	33	40.7	11	13.6	36	44.4	3	3.7	19	23.5	49.4	50.6	0.0
	2019	100	95	95.0	36	36.0	11	11.0	25	25.0	0	0.0	43	43.0	47.0	53.0	2.0
	2020	97	95	97.9	41	42.3	9	9.3	40	41.2	0	0.0	34	35.1	51.5	48.5	3.1
1	2018	95	79	83.2	38	40.0	2	2.1	41	43.2	0	0.0	19	20.0	56.8	43.2	2.1
	2019	101	93	92.1	40	39.6	8	7.9	34	33.7	16	15.8	24	23.8	51.5	48.5	3.0
	2020	90	87	96.7	40	44.4	3	3.3	41	45.6	16	17.8	15	16.7	51.1	48.9	4.4
2	2018	93	78	83.9	34	36.6	9	9.7	43	46.2	10	10.8	15	16.1	55.9	44.1	7.5
	2019	92	87	94.6	35	38.0	4	4.3	32	34.8	8	8.7	12	13.0	53.3	46.7	0.0
	2020	100	97	97.0	48	48.0	7	7.0	53	53.0	19	19.0	13	13.0	50.0	50.0	5.0
3	2018	84	77	91.7	29	34.5	2	2.4	36	42.9	7	8.3	12	14.3	46.4	53.6	4.8
	2019	88	85	96.6	37	42.0	9	10.2	35	39.8	13	14.8	20	22.7	48.9	51.1	1.1
	2020	85	83	97.6	47	55.3	7	8.2	48	56.5	8	9.4	17	20.0	60.0	40.0	5.9
4	2018	87	80	92.0	30	34.5	12	13.8	54	62.1	14	16.1	13	14.9	58.6	41.4	2.3
	2019	79	76	96.2	33	41.8	3	3.8	56	70.9	18	22.8	13	16.5	45.6	54.4	2.5
	2020	85	81	95.3	41	48.2	17	20.0	56	65.9	9	10.6	19	22.4	45.9	54.1	2.4
5	2018	104	92	88.5	35	33.7	20	19.2	83	79.8	21	20.2	14	13.5	54.8	45.2	1.9
	2019	75	70	93.3	19	25.3	10	13.3	54	72.0	16	21.3	14	18.7	60.0	40.0	1.3
	2020	80	78	97.5	41	51.3	11	13.8	41	51.3	15	18.8	14	17.5	46.3	53.8	1.3
PK-5	2018	648	552	85.2	242	37.3	70	10.8	339	52.3	55	8.5	183	28.2	52.9	47.1	3.9
	2019	632	601	95.1	233	36.9	53	8.4	250	39.6	71	11.2	195	30.9	51.4	48.6	6.0
	2020	642	626	97.5	302	47.0	60	9.3	323	50.3	67	10.4	190	29.6	50.6	49.4	7.2

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	82	11,061	77	94.4	10,520	95.1	22	26.9	17.8	68	9,830	83.2	88.9
	2019	101	10,918	95	93.6	10,370	95.0	9	8.9	5.7	79	9,637	78.1	88.3
	2020	93	10,874	85	91.4	10,319	94.9	4	4.3	3.8	72	9,815	77.1	90.3
1	2018	93	11,550	87	93.4	11,055	95.7	36	38.8	16.6	68	10,347	73.3	89.6
	2019	89	11,198	84	94.3	10,715	95.7	7	7.8	5.0	71	10,069	79.6	89.9
	2020	91	11,192	85	93.5	10,678	95.4	4	4.4	3.9	80	10,139	87.5	90.6
2	2018	89	11,864	84	94.5	11,398	96.1	31	34.7	15.9	71	10,717	79.5	90.3
	2019	83	11,232	78	94.0	10,781	96.0	10	12.1	4.8	62	10,169	74.8	90.5
	2020	100	11,070	94	94.0	10,616	95.9	4	4.0	3.2	87	10,175	86.7	91.9
3	2018	84	12,536	81	95.7	12,080	96.4	24	28.4	14.4	74	11,431	87.6	91.2
	2019	85	11,452	81	94.9	11,029	96.3	13	15.3	4.6	70	10,478	82.2	91.5
	2020	84	11,093	79	94.5	10,664	96.1	4	4.8	3.5	75	10,181	89.4	91.8
4	2018	86	12,675	82	95.6	12,235	96.5	29	33.8	14.1	72	11,637	83.9	91.8
	2019	80	12,118	76	94.5	11,690	96.5	14	17.4	4.9	67	11,112	83.4	91.7
	2020	80	11,323	77	96.0	10,902	96.3	4	5.0	3.4	66	10,479	82.0	92.5
5	2018	100	12,498	95	95.2	12,078	96.6	13	13.0	6.1	84	11,513	84.2	92.1
	2019	71	12,193	68	94.9	11,779	96.6	10	14.0	4.5	60	11,300	84.2	92.7
	2020	77	11,957	74	95.4	11,518	96.3	5	6.5	3.2	67	11,098	86.6	92.8
KN-5	2018	534	72,186	506	94.8	69,366	96.1	155	29.0	14.0	437	65,475	81.9	90.7
	2019	510	69,110	481	94.3	66,364	96.0	63	12.4	4.9	409	62,765	80.2	90.8
	2020	527	67,509	495	94.0	64,698	95.8	25	4.7	3.5	447	61,887	84.8	91.7

S.S. CONNER ELEMENTARY SCHOOL (129)   **8**

Teachers: 36

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	12	33.3
Hispanic	15	41.7
White	7	19.4
Multiple	2	5.6
Other	0	0.0

Gender	Number	Percentage
Female	28	77.8
Male	8	22.2

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.1	76.7
2018-19	7.8	73.8
2019-20	4.5	81.1

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	2.8
1	1	2.8
2	1	2.8
3	0	0.0
4	5	13.9
5	3	8.3
1-3	2	5.6
More than 3	33	91.7
1 - 5	10	27.8
6 - 10	5	13.9
11 - 20	15	41.7
More than 20	5	13.9

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (40)	Beginning	36	90.0	37	92.5	39	97.5	38	95.0	37	92.5
	Intermediate	3	7.5	2	5.0	0	0.0	1	2.5	2	5.0
	Advanced	1	2.5	1	2.5	1	2.5	1	2.5	1	2.5
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (40)	Beginning	9	22.5	27	67.5	34	85.0	32	80.0	26	65.0
	Intermediate	21	52.5	9	22.5	6	15.0	3	7.5	10	25.0
	Advanced	9	22.5	3	7.5	0	0.0	5	12.5	4	10.0
	Advanced High	1	2.5	1	2.5	0	0.0	0	0.0	0	0.0
2 (42)	Beginning	6	14.3	9	21.4	0	0.0	12	29.3	0	0.0
	Intermediate	18	42.9	29	69.0	0	0.0	19	46.3	0	0.0
	Advanced	8	19.0	4	9.5	0	0.0	9	22.0	0	0.0
	Advanced High	10	23.8	0	0.0	0	0.0	1	2.4	0	0.0
3 (45)	Beginning	4	9.5	3	7.1	0	0.0	16	35.6	0	0.0
	Intermediate	7	16.7	28	66.7	0	0.0	10	22.2	0	0.0
	Advanced	12	28.6	6	14.3	0	0.0	10	22.2	0	0.0
	Advanced High	19	45.2	5	11.9	0	0.0	9	20.0	0	0.0
4 (40)	Beginning	14	35.0	6	15.0	0	0.0	11	30.6	0	0.0
	Intermediate	11	27.5	19	47.5	0	0.0	13	36.1	0	0.0
	Advanced	11	27.5	14	35.0	0	0.0	5	13.9	0	0.0
	Advanced High	4	10.0	1	2.5	0	0.0	7	19.4	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	–	–	–	
35 **11 (31.4%)**	Beginning		22		
	Intermediate	7		2	
	Advanced	1	3	0	
	Advanced High	0	0	0	
35 **0 (0.0%)**	Beginning		0		
	Intermediate	0		0	
	Advanced	0	0	0	
	Advanced High	0	0	0	
35 **0 (0.0%)**	Beginning		0		
	Intermediate	0		0	
	Advanced	0	0	0	
	Advanced High	0	0	0	
35 **0 (0.0%)**	Beginning		0		
	Intermediate	0		0	
	Advanced	0	0	0	
	Advanced High	0	0	0	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: / 2020 Level	Listening N	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
5 (39)	Beginning	6	18.2	2	6.1	0	0.0	8	20.5	0	0.0
	Intermediate	11	33.3	14	42.4	0	0.0	9	23.1	0	0.0
	Advanced	10	30.3	15	45.5	0	0.0	7	17.9	0	0.0
	Advanced High	6	18.2	2	6.1	0	0.0	15	38.5	0	0.0
ALL (246)	Beginning	75	31.6	84	35.4	73	91.3	117	48.5	63	78.8
	Intermediate	71	30.0	101	42.6	6	7.5	55	22.8	12	15.0
	Advanced	51	21.5	43	18.1	1	1.3	37	15.4	5	6.3
	Advanced High	40	16.9	9	3.8	0	0.0	32	13.3	0	0.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years / N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
35 / **0 (0.0%)**	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
176 / **11 (6.3%)**	Beginning	23			
	Intermediate	7	2		
	Advanced	1	3	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

Elementary School Exams

GRADE 1 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
87	77.8	82.9			85.1		78.9	

GRADE 1 READING

48	81.8	89.1			95.8		91.2	

GRADE 1 READING SPANISH

39	84.6	89.7			94.9		89.5	

GRADE 2 MATHEMATICS

93	71.0	79.7	84.4		77.4	96.8	76.5	92.3

GRADE 2 READING

56	65.1	76.7	79.9		67.9	94.6	72.1	91.3

GRADE 2 READING SPANISH

34	82.6	87.0	87.6		91.2	100.0	75.1	92.0

GRADE 3 MATHEMATICS

71	59.2	72.8	80.1		57.7	85.9	70.6	90.8

GRADE 3 READING

37	47.2	68.3	73.8		40.5	91.9	62.6	88.7

GRADE 3 READING SPANISH

34	65.3	79.2	80.1		79.4	94.1	57.7	88.7

GRADE 4 LANGUAGE ARTS

38	62.1	72.9	79.8		63.2	81.6	68.3	91.7

SEMESTER 2 TESTS

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

GRADE 1 MATHEMATICS

(no data)

GRADE 1 READING

(no data)

GRADE 1 READING SPANISH

(no data)

GRADE 2 MATHEMATICS

(no data)

GRADE 2 READING

(no data)

GRADE 2 READING SPANISH

(no data)

GRADE 3 MATHEMATICS

(no data)

GRADE 3 READING

(no data)

GRADE 3 READING SPANISH

(no data)

GRADE 4 LANGUAGE ARTS

(no data)

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

| 30 | 86.7 | 88.9 | 87.3 | | 96.7 | 100.0 | 68.5 | 91.9 |

GRADE 4 MATHEMATICS

| 67 | 75.2 | 81.9 | 82.9 | | 80.6 | 100.0 | 71.7 | 90.4 |

GRADE 4 READING

| 37 | 47.3 | 71.3 | 76.2 | | 64.9 | 64.9 | 68.8 | 92.4 |

GRADE 4 READING SPANISH

| 30 | 82.3 | 88.2 | 87.3 | | 93.3 | 100.0 | 80.7 | 91.8 |

GRADE 5 MATHEMATICS

| 67 | 69.1 | 77.4 | 80.8 | | 71.6 | 88.1 | 78.3 | 91.9 |

GRADE 5 MATHEMATICS SPANISH

| 5 | * | * | * | | * | * | 56.2 | * |

GRADE 5 READING

| 37 | 43.2 | 71.6 | 77.7 | | 59.5 | 89.2 | 79.5 | 94.1 |

GRADE 5 READING SPANISH

| 31 | 70.7 | 78.5 | 81.9 | | 80.6 | 96.8 | 79.8 | 94.9 |

GRADE 5 SCIENCE

| 66 | 72.5 | 75.7 | 83.6 | | 66.7 | 92.4 | 76.5 | 95.9 |

GRADE 5 SCIENCE SPANISH

| 5 | * | * | * | | * | * | 73.2 | * |

SEMESTER 2 TESTS

(No data)

GRADE 4 LANGUAGE ARTS SPANISH, GRADE 4 MATHEMATICS, GRADE 4 READING, GRADE 4 READING SPANISH, GRADE 5 MATHEMATICS, GRADE 5 MATHEMATICS SPANISH, GRADE 5 READING, GRADE 5 READING SPANISH, GRADE 5 SCIENCE, GRADE 5 SCIENCE SPANISH