Campus Data Packet for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 135

EVERETTE LEE DEGOLYER 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	24
KN	77
1	62
2	57
3	65
4	55
5	64
ALL	404

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	24	5.9	4	14.3
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	7	1.7	*	*
Hispanic	254	62.9	11	39.3
White	94	23.3	11	39.3
Multiple	25	6.2	0	0.0
Other* (teachers only)	—	—	2	7.1
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	161	39.9
Economically disadvantaged	240	59.4
Limited English proficient (LEP)	152	37.6
Special education	35	8.7
Talented and Gifted (TAG)	83	20.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	23	1	4.3	1	4.3	0	0.0	20	87.0	1	4.3	0	0.0
	2019	24	1	4.2	1	4.2	1	4.2	21	87.5	0	0.0	0	0.0
	2020	24	2	8.3	0	0.0	1	4.2	20	83.3	0	0.0	1	4.2
KN	2018	50	3	6.0	0	0.0	1	2.0	29	58.0	15	30.0	2	4.0
	2019	58	5	8.6	0	0.0	1	1.7	33	56.9	17	29.3	2	3.4
	2020	77	3	3.9	0	0.0	1	1.3	43	55.8	25	32.5	5	6.5
1	2018	58	2	3.4	0	0.0	2	3.4	35	60.3	17	29.3	2	3.4
	2019	49	2	4.1	0	0.0	3	6.1	28	57.1	16	32.7	0	0.0
	2020	62	6	9.7	0	0.0	0	0.0	35	56.5	15	24.2	6	9.7
2	2018	56	5	8.9	1	1.8	3	5.4	39	69.6	8	14.3	0	0.0
	2019	63	3	4.8	0	0.0	2	3.2	37	58.7	19	30.2	2	3.2
	2020	57	3	5.3	0	0.0	1	1.8	32	56.1	17	29.8	4	7.0
3	2018	72	5	6.9	0	0.0	3	4.2	50	69.4	12	16.7	2	2.8
	2019	63	4	6.3	2	3.2	2	3.2	44	69.8	9	14.3	2	3.2
	2020	65	3	4.6	0	0.0	2	3.1	38	58.5	18	27.7	4	6.2
4	2018	60	5	8.3	0	0.0	0	0.0	45	75.0	8	13.3	2	3.3
	2019	69	5	7.2	2	2.9	1	1.4	45	65.2	12	17.4	4	5.8
	2020	55	2	3.6	0	0.0	1	1.8	43	78.2	7	12.7	2	3.6
5	2018	57	7	12.3	1	1.8	1	1.8	38	66.7	9	15.8	1	1.8
	2019	57	4	7.0	1	1.8	1	1.8	44	77.2	5	8.8	2	3.5
	2020	64	5	7.8	0	0.0	1	1.6	43	67.2	12	18.8	3	4.7
PK-5	2018	376	28	7.4	3	0.8	10	2.7	256	68.1	70	18.6	9	2.4
	2019	383	24	6.3	6	1.6	11	2.9	252	65.8	78	20.4	12	3.1
	2020	404	24	5.9	0	0.0	7	1.7	254	62.9	94	23.3	25	6.2

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	23	20	87.0	18	78.3	0	0.0	18	78.3	0	0.0	22	95.7	52.2	47.8	8.7
	2019	24	24	100.0	16	66.7	0	0.0	1	4.2	0	0.0	19	79.2	50.0	50.0	25.0
	2020	24	24	100.0	14	58.3	0	0.0	14	58.3	0	0.0	22	91.7	54.2	45.8	4.2
KN	2018	50	31	62.0	19	38.0	4	8.0	20	40.0	1	2.0	26	52.0	64.0	36.0	2.0
	2019	58	26	44.8	24	41.4	1	1.7	22	37.9	10	17.2	33	56.9	50.0	50.0	0.0
	2020	77	34	44.2	22	28.6	4	5.2	23	29.9	18	23.4	42	54.5	57.1	42.9	0.0
1	2018	58	32	55.2	20	34.5	4	6.9	20	34.5	6	10.3	6	10.3	46.6	53.4	0.0
	2019	49	28	57.1	19	38.8	5	10.2	18	36.7	5	10.2	5	10.2	65.3	34.7	0.0
	2020	62	34	54.8	26	41.9	1	1.6	22	35.5	16	25.8	3	4.8	53.2	46.8	0.0
2	2018	56	29	51.8	21	37.5	5	8.9	21	37.5	7	12.5	2	3.6	57.1	42.9	1.8
	2019	63	32	50.8	20	31.7	5	7.9	18	28.6	10	15.9	8	12.7	47.6	52.4	0.0
	2020	57	30	52.6	21	36.8	5	8.8	22	38.6	9	15.8	9	15.8	64.9	35.1	0.0
3	2018	72	50	69.4	32	44.4	6	8.3	36	50.0	11	15.3	5	6.9	55.6	44.4	1.4
	2019	63	35	55.6	24	38.1	12	19.0	25	39.7	10	15.9	4	6.3	54.0	46.0	7.9
	2020	65	37	56.9	19	29.2	9	13.8	21	32.3	16	24.6	4	6.2	47.7	52.3	0.0
4	2018	60	41	68.3	21	35.0	5	8.3	29	48.3	11	18.3	9	15.0	46.7	53.3	0.0
	2019	69	41	59.4	28	40.6	6	8.7	37	53.6	17	24.6	3	4.3	59.4	40.6	0.0
	2020	55	36	65.5	24	43.6	11	20.0	29	52.7	8	14.5	4	7.3	52.7	47.3	1.8
5	2018	57	38	66.7	18	31.6	9	15.8	36	63.2	10	17.5	6	10.5	57.9	42.1	0.0
	2019	57	38	66.7	13	22.8	6	10.5	37	64.9	10	17.5	3	5.3	47.4	52.6	0.0
	2020	64	45	70.3	26	40.6	5	7.8	30	46.9	16	25.0	0	0.0	56.3	43.8	0.0
PK-5	2018	376	241	64.1	149	39.6	33	8.8	180	47.9	46	12.2	76	20.2	54.3	45.7	1.3
	2019	383	224	58.5	144	37.6	35	9.1	158	41.3	62	16.2	75	19.6	53.5	46.5	2.9
	2020	404	240	59.4	152	37.6	35	8.7	161	39.9	83	20.5	84	20.8	55.2	44.8	0.5

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	51	11,061	49	96.2	10,520	95.1	4	7.8	17.8	49	9,830	95.7	88.9
	2019	57	10,918	54	95.5	10,370	95.0	0	0.0	5.7	54	9,637	95.1	88.3
	2020	76	10,874	72	94.9	10,319	94.9	0	0.0	3.8	74	9,815	97.6	90.3
1	2018	56	11,550	54	96.5	11,055	95.7	7	12.5	16.6	52	10,347	92.7	89.6
	2019	48	11,198	46	96.3	10,715	95.7	0	0.0	5.0	44	10,069	92.3	89.9
	2020	61	11,192	58	95.0	10,678	95.4	1	1.6	3.9	57	10,139	93.9	90.6
2	2018	55	11,864	54	96.5	11,398	96.1	2	3.6	15.9	52	10,717	93.7	90.3
	2019	61	11,232	59	96.4	10,781	96.0	0	0.0	4.8	59	10,169	96.3	90.5
	2020	55	11,070	53	96.4	10,616	95.9	0	0.0	3.2	54	10,175	97.7	91.9
3	2018	70	12,536	69	97.4	12,080	96.4	6	8.5	14.4	68	11,431	96.6	91.2
	2019	63	11,452	61	96.9	11,029	96.3	0	0.0	4.6	61	10,478	96.3	91.5
	2020	64	11,093	62	96.6	10,664	96.1	0	0.0	3.5	64	10,181	99.2	91.8
4	2018	58	12,675	56	97.2	12,235	96.5	6	10.4	14.1	55	11,637	95.5	91.8
	2019	69	12,118	67	97.2	11,690	96.5	0	0.0	4.9	67	11,112	97.0	91.7
	2020	55	11,323	53	96.6	10,902	96.3	2	3.6	3.4	51	10,479	92.8	92.5
5	2018	56	12,498	54	96.2	12,078	96.6	2	3.5	6.1	55	11,513	97.5	92.1
	2019	56	12,193	54	96.9	11,779	96.6	0	0.0	4.5	54	11,300	96.8	92.7
	2020	64	11,957	62	96.5	11,518	96.3	0	0.0	3.2	63	11,098	98.2	92.8
KN-5	2018	347	72,186	336	96.7	69,366	96.1	27	7.8	14.0	331	65,475	95.3	90.7
	2019	354	69,110	342	96.6	66,364	96.0	0	0.0	4.9	339	62,765	95.8	90.8
	2020	375	67,509	360	95.9	64,698	95.8	3	0.8	3.5	363	61,887	96.7	91.7

Teachers: 28

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	4	14.3
Hispanic	11	39.3
White	11	39.3
Multiple	0	0.0
Other	2	7.1

Gender	Number	Percentage
Female	24	85.7
Male	4	14.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	9.0	82.8
2018-19	6.3	76.9
2019-20	5.2	86.2

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.6
1	4	14.3
2	0	0.0
3	2	7.1
4	4	14.3
5	1	3.6
1-3	6	21.4
More than 3	21	75.0
1 - 5	11	39.3
6 - 10	6	21.4
11 - 20	6	21.4
More than 20	4	14.3

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (22)	Beginning	7	31.8	13	59.1	22	100.0	21	95.5	13	59.1
	Intermediate	12	54.5	7	31.8	0	0.0	1	4.5	9	40.9
	Advanced	3	13.6	2	9.1	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 (26)	Beginning	2	7.7	8	30.8	17	65.4	17	65.4	8	30.8
	Intermediate	14	53.8	10	38.5	7	26.9	7	26.9	10	38.5
	Advanced	10	38.5	8	30.8	2	7.7	2	7.7	8	30.8
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (21)	Beginning	2	9.5	1	4.8	5	23.8	6	31.6	2	10.5
	Intermediate	4	19.0	14	66.7	9	42.9	8	42.1	8	42.1
	Advanced	12	57.1	5	23.8	6	28.6	4	21.1	8	42.1
	Advanced High	3	14.3	1	4.8	1	4.8	1	5.3	1	5.3
3 (19)	Beginning	0	0.0	0	0.0	2	10.5	2	10.5	0	0.0
	Intermediate	3	15.8	5	26.3	6	31.6	6	31.6	4	21.1
	Advanced	4	21.1	6	31.6	11	57.9	7	36.8	9	47.4
	Advanced High	12	63.2	8	42.1	0	0.0	4	21.1	6	31.6
4 (24)	Beginning	2	8.3	0	0.0	0	0.0	2	8.3	0	0.0
	Intermediate	9	37.5	4	16.7	7	29.2	15	62.5	7	29.2
	Advanced	8	33.3	16	66.7	7	29.2	3	12.5	12	50.0
	Advanced High	5	20.8	4	16.7	10	41.7	4	16.7	5	20.8

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	–	–	–	
24 / 12 (50.0%)	Beginning	6			
	Intermediate	4	6		
	Advanced	2	6	0	
	Advanced High	0	0	0	
19 / 7 (36.8%)	Beginning	0			
	Intermediate	0	8		
	Advanced	0	6	2	
	Advanced High	0	0	1	
18 / 14 (77.8%)	Beginning	0			
	Intermediate	2	2		
	Advanced	1	5	2	
	Advanced High	0	3	3	
23 / 7 (30.4%)	Beginning	0			
	Intermediate	0	6		
	Advanced	0	2	10	
	Advanced High	0	0	5	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (26)	Beginning	0	0.0	0	0.0	0	0.0	1	3.8	0	0.0
	Intermediate	6	23.1	3	11.5	12	46.2	7	26.9	4	15.4
	Advanced	9	34.6	18	69.2	6	23.1	8	30.8	15	57.7
	Advanced High	11	42.3	5	19.2	8	30.8	10	38.5	7	26.9
ALL (138)	Beginning	13	9.4	22	15.9	46	33.3	49	36.0	23	16.9
	Intermediate	48	34.8	43	31.2	41	29.7	44	32.4	42	30.9
	Advanced	46	33.3	55	39.9	32	23.2	24	17.6	52	38.2
	Advanced High	31	22.5	18	13.0	19	13.8	19	14.0	19	14.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (% Progressed)	2020 Level	2019 Level Beg	Int	Adv	Adv High
26 **12 (46.2%)**	Beginning	0			
	Intermediate	0		4	
	Advanced	0	5		10
	Advanced High	0	1		6
110 **52 (47.3%)**	Beginning	6			
	Intermediate	6		26	
	Advanced	3	24		24
	Advanced High	0	4		15

☐ 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

| 61 | 83.1 | 87.0 | | | 85.2 | | 78.9 | |

GRADE 1 READING

| 20 | 78.0 | 86.8 | | | 90.0 | | 91.2 | |

GRADE 1 READING SPANISH

| 41 | 76.5 | 84.3 | | | 90.2 | | 89.5 | |

GRADE 2 MATHEMATICS

| 52 | 79.2 | 85.5 | 84.8 | | 86.5 | 98.1 | 76.5 | 92.3 |

GRADE 2 READING

| 42 | 76.7 | 84.4 | 87.2 | | 90.5 | 100.0 | 72.1 | 91.3 |

GRADE 2 READING SPANISH

| 10 | 58.0 | 68.5 | 80.9 | | 50.0 | 100.0 | 75.1 | 92.0 |

GRADE 3 MATHEMATICS

| 62 | 73.6 | 82.4 | 84.8 | | 87.1 | 96.8 | 70.6 | 90.8 |

GRADE 3 READING

| 53 | 60.5 | 76.3 | 80.6 | | 71.7 | 96.2 | 62.6 | 88.7 |

GRADE 3 READING SPANISH

| 9 | 41.7 | 65.0 | 76.2 | | 22.2 | 100.0 | 57.7 | 88.7 |

GRADE 4 LANGUAGE ARTS

| 49 | 61.5 | 72.5 | 83.4 | | 57.1 | 98.0 | 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

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								
2	*	*	*		*	*	68.5	*
GRADE 4 MATHEMATICS								
51	69.9	78.0	83.6		68.6	98.0	71.7	90.4
GRADE 4 READING								
48	48.6	72.0	79.3		64.6	91.7	68.8	92.4
GRADE 4 READING SPANISH								
3	*	*	*		*	*	80.7	*
GRADE 5 MATHEMATICS								
62	78.5	84.3	82.0		82.3	90.3	78.3	91.9
GRADE 5 READING								
62	62.0	81.0	85.4		91.9	100.0	79.5	94.1
GRADE 5 SCIENCE								
62	82.1	84.2	82.2		87.1	95.2	76.5	95.9

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 READING								
GRADE 4 READING SPANISH								
GRADE 5 MATHEMATICS								
GRADE 5 READING								
GRADE 5 SCIENCE								