Campus Data Packet for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 147

CHARLES A. GILL ELEMENTARY SCHOOL

CHARLES A. GILL ELEMENTARY SCHOOL (147) **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	102
KN	92
1	115
2	106
3	110
4	102
5	107
ALL	734

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	149	20.3	13	29.5
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	34	4.6	*	*
Hispanic	504	68.7	16	36.4
White	15	2.0	12	27.3
Multiple	32	4.4	0	0.0
Other* (teachers only)	—	—	3	6.8
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	441	60.1
Economically disadvantaged	684	93.2
Limited English proficient (LEP)	414	56.4
Special education	69	9.4
Talented and Gifted (TAG)	128	17.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	119	23	19.3	0	0.0	7	5.9	78	65.5	8	6.7	3	2.5
	2019	97	22	22.7	1	1.0	6	6.2	63	64.9	2	2.1	3	3.1
	2020	102	19	18.6	0	0.0	4	3.9	69	67.6	4	3.9	6	5.9
KN	2018	128	35	27.3	0	0.0	14	10.9	69	53.9	5	3.9	5	3.9
	2019	108	18	16.7	0	0.0	8	7.4	76	70.4	2	1.9	4	3.7
	2020	92	22	23.9	0	0.0	6	6.5	57	62.0	1	1.1	6	6.5
1	2018	117	21	17.9	0	0.0	7	6.0	81	69.2	6	5.1	2	1.7
	2019	115	28	24.3	0	0.0	7	6.1	71	61.7	5	4.3	4	3.5
	2020	115	22	19.1	0	0.0	7	6.1	80	69.6	1	0.9	5	4.3
2	2018	129	38	29.5	0	0.0	10	7.8	77	59.7	3	2.3	1	0.8
	2019	116	16	13.8	0	0.0	5	4.3	91	78.4	3	2.6	1	0.9
	2020	106	24	22.6	0	0.0	5	4.7	67	63.2	3	2.8	7	6.6
3	2018	144	34	23.6	0	0.0	10	6.9	96	66.7	3	2.1	1	0.7
	2019	104	22	21.2	0	0.0	6	5.8	73	70.2	0	0.0	3	2.9
	2020	110	15	13.6	0	0.0	5	4.5	84	76.4	4	3.6	2	1.8
4	2018	120	21	17.5	1	0.8	4	3.3	88	73.3	4	3.3	2	1.7
	2019	114	22	19.3	0	0.0	4	3.5	83	72.8	3	2.6	2	1.8
	2020	102	24	23.5	0	0.0	4	3.9	70	68.6	0	0.0	4	3.9
5	2018	114	19	16.7	0	0.0	11	9.6	78	68.4	6	5.3	0	0.0
	2019	115	16	13.9	1	0.9	3	2.6	90	78.3	5	4.3	0	0.0
	2020	107	23	21.5	0	0.0	3	2.8	77	72.0	2	1.9	2	1.9
PK-5	2018	871	191	21.9	1	0.1	63	7.2	567	65.1	35	4.0	14	1.6
	2019	769	144	18.7	2	0.3	39	5.1	547	71.1	20	2.6	17	2.2
	2020	734	149	20.3	0	0.0	34	4.6	504	68.7	15	2.0	32	4.4

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	119	112	94.1	70	58.8	13	10.9	70	58.8	0	0.0	110	92.4	55.5	44.5	3.4
	2019	97	97	100.0	50	51.5	8	8.2	6	6.2	0	0.0	87	89.7	46.4	53.6	9.3
	2020	102	102	100.0	56	54.9	11	10.8	58	56.9	0	0.0	89	87.3	52.9	47.1	12.7
KN	2018	128	114	89.1	63	49.2	10	7.8	64	50.0	6	4.7	43	33.6	47.7	52.3	1.6
	2019	108	99	91.7	69	63.9	7	6.5	52	48.1	7	6.5	32	29.6	51.9	48.1	0.9
	2020	92	86	93.5	43	46.7	5	5.4	43	46.7	6	6.5	21	22.8	44.6	55.4	1.1
1	2018	117	105	89.7	75	64.1	11	9.4	78	66.7	7	6.0	14	12.0	44.4	55.6	6.0
	2019	115	105	91.3	59	51.3	13	11.3	56	48.7	13	11.3	21	18.3	51.3	48.7	4.3
	2020	115	107	93.0	65	56.5	10	8.7	66	57.4	20	17.4	17	14.8	56.5	43.5	0.0
2	2018	129	110	85.3	71	55.0	13	10.1	76	58.9	13	10.1	17	13.2	51.2	48.8	0.0
	2019	116	104	89.7	77	66.4	13	11.2	75	64.7	11	9.5	16	13.8	42.2	57.8	1.7
	2020	106	97	91.5	54	50.9	14	13.2	55	51.9	19	17.9	18	17.0	54.7	45.3	2.8
3	2018	144	138	95.8	84	58.3	8	5.6	87	60.4	12	8.3	22	15.3	50.0	50.0	0.7
	2019	104	95	91.3	66	63.5	7	6.7	63	60.6	17	16.3	13	12.5	48.1	51.9	1.0
	2020	110	104	94.5	70	63.6	14	12.7	70	63.6	21	19.1	14	12.7	42.7	57.3	0.0
4	2018	120	112	93.3	60	50.0	6	5.0	74	61.7	18	15.0	17	14.2	53.3	46.7	0.0
	2019	114	105	92.1	70	61.4	8	7.0	80	70.2	26	22.8	11	9.6	44.7	55.3	0.0
	2020	102	92	90.2	61	59.8	7	6.9	73	71.6	25	24.5	10	9.8	50.0	50.0	1.0
5	2018	114	110	96.5	67	58.8	8	7.0	90	78.9	27	23.7	16	14.0	52.6	47.4	0.9
	2019	115	103	89.6	59	51.3	7	6.1	88	76.5	28	24.3	15	13.0	52.2	47.8	0.0
	2020	107	96	89.7	65	60.7	8	7.5	76	71.0	37	34.6	11	10.3	44.9	55.1	0.0
PK-5	2018	871	801	92.0	490	56.3	69	7.9	539	61.9	83	9.5	239	27.4	50.6	49.4	1.7
	2019	769	708	92.1	450	58.5	63	8.2	420	54.6	102	13.3	195	25.4	48.1	51.9	2.3
	2020	734	684	93.2	414	56.4	69	9.4	441	60.1	128	17.4	180	24.5	49.6	50.4	2.5

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	126	11,061	119	94.5	10,520	95.1	35	27.7	17.8	109	9,830	86.4	88.9
	2019	101	10,918	97	95.6	10,370	95.0	5	4.9	5.7	93	9,637	91.8	88.3
	2020	92	10,874	88	95.3	10,319	94.9	1	1.1	3.8	82	9,815	88.7	90.3
1	2018	118	11,550	113	95.7	11,055	95.7	21	17.8	16.6	107	10,347	90.6	89.6
	2019	113	11,198	107	94.8	10,715	95.7	8	7.1	5.0	95	10,069	84.3	89.9
	2020	115	11,192	109	95.1	10,678	95.4	6	5.2	3.9	104	10,139	90.4	90.6
2	2018	132	11,864	127	96.5	11,398	96.1	25	19.0	15.9	117	10,717	88.7	90.3
	2019	117	11,232	112	95.9	10,781	96.0	6	5.1	4.8	106	10,169	90.7	90.5
	2020	103	11,070	98	95.8	10,616	95.9	0	0.0	3.2	92	10,175	89.6	91.9
3	2018	142	12,536	136	96.2	12,080	96.4	26	18.4	14.4	128	11,431	90.3	91.2
	2019	106	11,452	103	96.9	11,029	96.3	6	5.7	4.6	99	10,478	93.5	91.5
	2020	105	11,093	100	95.3	10,664	96.1	3	2.9	3.5	96	10,181	91.6	91.8
4	2018	120	12,675	116	97.0	12,235	96.5	27	22.6	14.1	106	11,637	88.6	91.8
	2019	119	12,118	115	96.5	11,690	96.5	7	5.9	4.9	105	11,112	88.1	91.7
	2020	101	11,323	98	96.9	10,902	96.3	2	2.0	3.4	96	10,479	95.1	92.5
5	2018	116	12,498	112	97.0	12,078	96.6	2	1.7	6.1	107	11,513	92.6	92.1
	2019	116	12,193	113	96.7	11,779	96.6	6	5.2	4.5	108	11,300	92.8	92.7
	2020	108	11,957	103	96.0	11,518	96.3	2	1.9	3.2	97	11,098	90.2	92.8
KN-5	2018	753	72,186	724	96.1	69,366	96.1	136	18.1	14.0	674	65,475	89.5	90.7
	2019	672	69,110	646	96.1	66,364	96.0	38	5.7	4.9	606	62,765	90.1	90.8
	2020	624	67,509	597	95.7	64,698	95.8	14	2.2	3.5	567	61,887	90.9	91.7

Teachers: 44

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	13	29.5
Hispanic	16	36.4
White	12	27.3
Multiple	0	0.0
Other	3	6.8

Gender	Number	Percentage
Female	31	70.5
Male	13	29.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	8.7	69.2
2018-19	6.6	77.8
2019-20	6.9	71.2

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	2.3
1	1	2.3
2	6	13.6
3	3	6.8
4	3	6.8
5	3	6.8
1-3	10	22.7
More than 3	33	75.0
1 - 5	16	36.4
6 - 10	7	15.9
11 - 20	11	25.0
More than 20	9	20.5

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 %
KN (44)	Beginning	15	34.1	21	47.7	36	81.8	37	84.1	18	40.9
	Intermediate	22	50.0	17	38.6	4	9.1	5	11.4	22	50.0
	Advanced	5	11.4	4	9.1	3	6.8	1	2.3	3	6.8
	Advanced High	2	4.5	2	4.5	1	2.3	1	2.3	1	2.3
1 (66)	Beginning	22	33.3	23	34.8	46	69.7	39	59.1	25	37.9
	Intermediate	17	25.8	21	31.8	11	16.7	12	18.2	26	39.4
	Advanced	21	31.8	17	25.8	7	10.6	7	10.6	12	18.2
	Advanced High	6	9.1	5	7.6	2	3.0	8	12.1	3	4.5
2 (54)	Beginning	6	11.1	16	29.6	28	52.8	18	33.3	10	18.9
	Intermediate	21	38.9	25	46.3	19	35.8	26	48.1	29	54.7
	Advanced	22	40.7	7	13.0	6	11.3	7	13.0	13	24.5
	Advanced High	5	9.3	6	11.1	0	0.0	3	5.6	1	1.9
3 (70)	Beginning	4	5.8	9	13.0	20	29.0	24	34.3	5	7.2
	Intermediate	11	15.9	41	59.4	27	39.1	16	22.9	37	53.6
	Advanced	31	44.9	11	15.9	16	23.2	9	12.9	20	29.0
	Advanced High	23	33.3	8	11.6	6	8.7	21	30.0	7	10.1
4 (60)	Beginning	13	21.7	10	16.7	13	21.7	13	21.7	10	16.7
	Intermediate	18	30.0	16	26.7	14	23.3	14	23.3	17	28.3
	Advanced	19	31.7	27	45.0	13	21.7	14	23.3	23	38.3
	Advanced High	10	16.7	7	11.7	20	33.3	19	31.7	10	16.7

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	—	—	—	
58 / 20 (34.5%)	Beginning	21			
	Intermediate	10	13		
	Advanced	2	5	4	
	Advanced High	0	1	2	
45 / 27 (60.0%)	Beginning	8			
	Intermediate	17	8		
	Advanced	3	6	2	
	Advanced High	0	0	1	
67 / 20 (29.9%)	Beginning	4			
	Intermediate	5	31		
	Advanced	0	8	12	
	Advanced High	0	0	7	
55 / 16 (29.1%)	Beginning	6			
	Intermediate	0	17		
	Advanced	0	6	16	
	Advanced High	0	0	10	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (66)	Beginning	8	12.1	4	6.1	7	10.6	7	10.6	4	6.1
	Intermediate	15	22.7	24	36.4	11	16.7	12	18.2	15	22.7
	Advanced	20	30.3	31	47.0	14	21.2	14	21.2	25	37.9
	Advanced High	23	34.8	7	10.6	34	51.5	33	50.0	22	33.3
ALL (360)	Beginning	68	18.9	83	23.1	150	41.9	138	38.3	72	20.1
	Intermediate	104	29.0	144	40.1	86	24.0	85	23.6	146	40.8
	Advanced	118	32.9	97	27.0	59	16.5	52	14.4	96	26.8
	Advanced High	69	19.2	35	9.7	63	17.6	85	23.6	44	12.3

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
63 38 (60.3%)	Beginning		2		
	Intermediate	3		11	
	Advanced	0	13		12
	Advanced High	0	1		21
289 122 (42.2%)	Beginning		41		
	Intermediate	36		80	
	Advanced	5	38		46
	Advanced High	0	2		41

☐ 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

113	73.5	79.6			77.9		78.9	

GRADE 1 READING

59	78.7	87.2			91.5		91.2	

GRADE 1 READING SPANISH

54	86.1	90.7			96.3		89.5	

GRADE 2 MATHEMATICS

99	66.3	76.5	83.4		66.7	85.9	76.5	92.3

GRADE 2 READING

49	61.3	74.2	75.4		65.3	69.4	72.1	91.3

GRADE 2 READING SPANISH

50	75.4	81.6	79.9		90.0	98.0	75.1	92.0

GRADE 3 MATHEMATICS

101	59.0	72.7	82.4		57.4	95.0	70.6	90.8

GRADE 3 READING

40	51.5	70.9	81.2		55.0	95.0	62.6	88.7

GRADE 3 READING SPANISH

60	50.2	70.1	78.4		56.7	91.7	57.7	88.7

GRADE 4 LANGUAGE ARTS

49	64.0	74.3	84.1		73.5	95.9	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

CHARLES A. GILL ELEMENTARY SCHOOL (147)

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

| 54 | 74.8 | 79.0 | 80.0 | | 77.8 | 94.4 | 68.5 | 91.9 |

GRADE 4 MATHEMATICS

| 100 | 69.9 | 77.9 | 81.1 | | 76.0 | 87.0 | 71.7 | 90.4 |

GRADE 4 MATHEMATICS SPANISH

| 3 | * | * | * | | * | * | 50.4 | * |

GRADE 4 READING

| 49 | 54.6 | 75.2 | 78.5 | | 73.5 | 79.6 | 68.8 | 92.4 |

GRADE 4 READING SPANISH

| 54 | 74.4 | 82.9 | 80.0 | | 83.3 | 94.4 | 80.7 | 91.8 |

GRADE 5 MATHEMATICS

| 102 | 82.1 | 86.9 | 87.5 | | 85.3 | 99.0 | 78.3 | 91.9 |

GRADE 5 MATHEMATICS SPANISH

| 6 | 71.2 | 80.8 | 76.3 | | 83.3 | 100.0 | 56.2 | 79.9 |

GRADE 5 READING

| 50 | 56.4 | 78.2 | 86.4 | | 86.0 | 100.0 | 79.5 | 94.1 |

GRADE 5 READING SPANISH

| 59 | 77.2 | 83.3 | 83.6 | | 88.1 | 100.0 | 79.8 | 94.9 |

GRADE 5 SCIENCE

| 103 | 82.0 | 84.1 | 85.7 | | 81.6 | 98.1 | 76.5 | 95.9 |

GRADE 5 SCIENCE SPANISH

| 6 | 63.6 | 71.2 | 76.0 | | 50.0 | 100.0 | 73.2 | 94.7 |

SEMESTER 2 TESTS

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

GRADE 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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