Campus Data Packet for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 169

ARTHUR KRAMER ELEMENTARY SCHOOL

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ARTHUR KRAMER ELEMENTARY SCHOOL (169)   **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	106
1	96
2	84
3	64
4	79
5	69
ALL	600

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	129	21.5	4	10.3
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	12	2.0	*	*
Hispanic	328	54.7	21	53.8
White	104	17.3	14	35.9
Multiple	26	4.3	0	0.0
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	240	40.0
Economically disadvantaged	424	70.7
Limited English proficient (LEP)	232	38.7
Special education	92	15.3
Talented and Gifted (TAG)	119	19.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	108	30	27.8	0	0.0	5	4.6	54	50.0	15	13.9	4	3.7
	2019	107	34	31.8	0	0.0	3	2.8	63	58.9	5	4.7	2	1.9
	2020	102	25	24.5	0	0.0	5	4.9	57	55.9	11	10.8	4	3.9
KN	2018	98	16	16.3	0	0.0	1	1.0	56	57.1	19	19.4	6	6.1
	2019	101	25	24.8	0	0.0	2	2.0	54	53.5	19	18.8	1	1.0
	2020	106	24	22.6	0	0.0	2	1.9	54	50.9	22	20.8	4	3.8
1	2018	85	17	20.0	0	0.0	6	7.1	39	45.9	17	20.0	6	7.1
	2019	91	20	22.0	0	0.0	1	1.1	46	50.5	17	18.7	7	7.7
	2020	96	20	20.8	0	0.0	1	1.0	51	53.1	20	20.8	4	4.2
2	2018	88	15	17.0	0	0.0	2	2.3	49	55.7	22	25.0	0	0.0
	2019	67	10	14.9	0	0.0	3	4.5	34	50.7	13	19.4	7	10.4
	2020	84	18	21.4	0	0.0	2	2.4	45	53.6	17	20.2	2	2.4
3	2018	75	16	21.3	0	0.0	1	1.3	45	60.0	11	14.7	2	2.7
	2019	91	16	17.6	0	0.0	2	2.2	51	56.0	21	23.1	1	1.1
	2020	64	13	20.3	0	0.0	1	1.6	32	50.0	14	21.9	4	6.3
4	2018	79	15	19.0	0	0.0	1	1.3	48	60.8	12	15.2	3	3.8
	2019	70	13	18.6	2	2.9	0	0.0	42	60.0	9	12.9	4	5.7
	2020	79	18	22.8	0	0.0	1	1.3	45	57.0	14	17.7	1	1.3
5	2018	61	11	18.0	1	1.6	2	3.3	42	68.9	4	6.6	1	1.6
	2019	70	17	24.3	0	0.0	0	0.0	47	67.1	4	5.7	2	2.9
	2020	69	11	15.9	1	1.4	0	0.0	44	63.8	6	8.7	7	10.1
PK-5	2018	594	120	20.2	1	0.2	18	3.0	333	56.1	100	16.8	22	3.7
	2019	597	135	22.6	2	0.3	11	1.8	337	56.4	88	14.7	24	4.0
	2020	600	129	21.5	1	0.2	12	2.0	328	54.7	104	17.3	26	4.3

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	108	79	73.1	61	56.5	4	3.7	61	56.5	0	0.0	82	75.9	46.3	53.7	23.1
	2019	107	107	100.0	64	59.8	17	15.9	24	22.4	0	0.0	74	69.2	47.7	52.3	25.2
	2020	102	101	99.0	49	48.0	11	10.8	51	50.0	0	0.0	75	73.5	44.1	55.9	22.5
KN	2018	98	50	51.0	35	35.7	22	22.4	35	35.7	9	9.2	40	40.8	51.0	49.0	0.0
	2019	101	64	63.4	35	34.7	11	10.9	32	31.7	13	12.9	27	26.7	54.5	45.5	1.0
	2020	106	69	65.1	44	41.5	22	20.8	42	39.6	11	10.4	32	30.2	52.8	47.2	0.0
1	2018	85	35	41.2	22	25.9	8	9.4	24	28.2	25	29.4	10	11.8	57.6	42.4	1.2
	2019	91	54	59.3	28	30.8	20	22.0	27	29.7	20	22.0	6	6.6	47.3	52.7	1.1
	2020	96	59	61.5	33	34.4	7	7.3	27	28.1	22	22.9	8	8.3	52.1	47.9	0.0
2	2018	88	46	52.3	26	29.5	18	20.5	23	26.1	24	27.3	12	13.6	56.8	43.2	1.1
	2019	67	34	50.7	19	28.4	7	10.4	18	26.9	23	34.3	5	7.5	56.7	43.3	0.0
	2020	84	57	67.9	28	33.3	16	19.0	29	34.5	20	23.8	7	8.3	46.4	53.6	1.2
3	2018	75	47	62.7	28	37.3	7	9.3	29	38.7	19	25.3	6	8.0	48.0	52.0	2.7
	2019	91	53	58.2	30	33.0	19	20.9	27	29.7	26	28.6	7	7.7	60.4	39.6	3.3
	2020	64	36	56.3	20	31.3	5	7.8	20	31.3	24	37.5	5	7.8	57.8	42.2	3.1
4	2018	79	54	68.4	27	34.2	11	13.9	41	51.9	29	36.7	8	10.1	50.6	49.4	0.0
	2019	70	50	71.4	29	41.4	13	18.6	35	50.0	18	25.7	5	7.1	47.1	52.9	1.4
	2020	79	53	67.1	30	38.0	18	22.8	38	48.1	20	25.3	5	6.3	55.7	44.3	0.0
5	2018	61	52	85.2	31	50.8	3	4.9	43	70.5	13	21.3	8	13.1	49.2	50.8	0.0
	2019	70	51	72.9	25	35.7	11	15.7	41	58.6	20	28.6	5	7.1	42.9	57.1	0.0
	2020	69	49	71.0	28	40.6	13	18.8	33	47.8	22	31.9	5	7.2	44.9	55.1	0.0
PK-5	2018	594	363	61.1	230	38.7	73	12.3	256	43.1	119	20.0	166	27.9	51.3	48.7	4.9
	2019	597	413	69.2	230	38.5	98	16.4	204	34.2	120	20.1	129	21.6	51.1	48.9	5.5
	2020	600	424	70.7	232	38.7	92	15.3	240	40.0	119	19.8	137	22.8	50.3	49.7	4.3

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	101	11,061	98	96.8	10,520	95.1	4	4.0	17.8	95	9,830	94.3	88.9
	2019	103	10,918	99	96.0	10,370	95.0	3	2.9	5.7	98	9,637	94.8	88.3
	2020	106	10,874	102	95.8	10,319	94.9	2	1.9	3.8	97	9,815	91.2	90.3
1	2018	85	11,550	82	96.9	11,055	95.7	8	9.4	16.6	80	10,347	94.1	89.6
	2019	91	11,198	88	96.9	10,715	95.7	0	0.0	5.0	87	10,069	95.8	89.9
	2020	97	11,192	93	96.6	10,678	95.4	1	1.0	3.9	90	10,139	93.2	90.6
2	2018	87	11,864	84	96.7	11,398	96.1	6	6.9	15.9	83	10,717	95.8	90.3
	2019	72	11,232	69	96.2	10,781	96.0	2	2.8	4.8	65	10,169	90.0	90.5
	2020	88	11,070	85	96.6	10,616	95.9	1	1.1	3.2	80	10,175	91.2	91.9
3	2018	77	12,536	74	96.6	12,080	96.4	8	10.4	14.4	74	11,431	96.6	91.2
	2019	91	11,452	87	95.7	11,029	96.3	1	1.1	4.6	89	10,478	97.6	91.5
	2020	67	11,093	65	96.1	10,664	96.1	1	1.5	3.5	62	10,181	92.2	91.8
4	2018	82	12,675	79	96.8	12,235	96.5	7	8.6	14.1	81	11,637	99.1	91.8
	2019	70	12,118	68	97.1	11,690	96.5	2	2.9	4.9	69	11,112	98.6	91.7
	2020	79	11,323	76	96.5	10,902	96.3	1	1.3	3.4	74	10,479	94.3	92.5
5	2018	61	12,498	59	97.0	12,078	96.6	2	3.3	6.1	56	11,513	92.0	92.1
	2019	69	12,193	68	97.4	11,779	96.6	0	0.0	4.5	69	11,300	99.4	92.7
	2020	71	11,957	68	96.2	11,518	96.3	1	1.4	3.2	66	11,098	93.1	92.8
KN-5	2018	492	72,186	476	96.8	69,366	96.1	35	7.1	14.0	469	65,475	95.4	90.7
	2019	497	69,110	480	96.5	66,364	96.0	8	1.6	4.9	477	62,765	96.0	90.8
	2020	507	67,509	489	96.3	64,698	95.8	7	1.4	3.5	469	61,887	92.5	91.7

Teachers: 39

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	4	10.3
Hispanic	21	53.8
White	14	35.9
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	35	89.7
Male	4	10.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	8.5	85.7
2018-19	8.4	77.5
2019-20	6.1	68.9

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	4	10.3
1	3	7.7
2	3	7.7
3	3	7.7
4	2	5.1
5	3	7.7
1-3	9	23.1
More than 3	26	66.7
1 - 5	14	35.9
6 - 10	7	17.9
11 - 20	7	17.9
More than 20	7	17.9

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	9	20.5	15	38.5	31	72.1	24	57.1	13	33.3
	Intermediate	21	47.7	17	43.6	9	20.9	8	19.0	19	48.7
	Advanced	10	22.7	4	10.3	2	4.7	7	16.7	6	15.4
	Advanced High	4	9.1	3	7.7	1	2.3	3	7.1	1	2.6
1 (31)	Beginning	4	12.9	5	16.1	19	61.3	16	51.6	5	16.1
	Intermediate	5	16.1	8	25.8	6	19.4	9	29.0	18	58.1
	Advanced	13	41.9	11	35.5	3	9.7	2	6.5	3	9.7
	Advanced High	9	29.0	7	22.6	3	9.7	4	12.9	5	16.1
2 (27)	Beginning	2	7.4	10	37.0	7	25.9	7	25.9	5	18.5
	Intermediate	6	22.2	15	55.6	10	37.0	10	37.0	14	51.9
	Advanced	13	48.1	1	3.7	10	37.0	8	29.6	8	29.6
	Advanced High	6	22.2	1	3.7	0	0.0	2	7.4	0	0.0
3 (18)	Beginning	0	0.0	6	33.3	3	16.7	0	0.0	0	0.0
	Intermediate	0	0.0	7	38.9	10	55.6	6	33.3	9	50.0
	Advanced	5	27.8	3	16.7	5	27.8	4	22.2	8	44.4
	Advanced High	13	72.2	2	11.1	0	0.0	8	44.4	1	5.6
4 (29)	Beginning	1	3.4	6	20.7	2	6.9	4	13.8	1	3.4
	Intermediate	13	44.8	13	44.8	13	44.8	12	41.4	18	62.1
	Advanced	9	31.0	9	31.0	13	44.8	6	20.7	7	24.1
	Advanced High	6	20.7	1	3.4	1	3.4	7	24.1	3	10.3

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	–	–	–	
31 — 9 (29.0%)	Beginning	5			
	Intermediate	2	16		
	Advanced	0	2	1	
	Advanced High	0	1	4	
27 — 4 (14.8%)	Beginning	5			
	Intermediate	3	11		
	Advanced	1	0	7	
	Advanced High	0	0	0	
17 — 6 (35.3%)	Beginning	0			
	Intermediate	0	8		
	Advanced	0	5	3	
	Advanced High	0	1	0	
28 — 6 (21.4%)	Beginning	1			
	Intermediate	0	17		
	Advanced	0	3	4	
	Advanced High	0	1	2	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (23)	Beginning	1	4.3	6	26.1	1	4.3	2	8.7	1	4.3
	Intermediate	4	17.4	6	26.1	1	4.3	2	8.7	8	34.8
	Advanced	11	47.8	8	34.8	7	30.4	8	34.8	10	43.5
	Advanced High	7	30.4	3	13.0	14	60.9	11	47.8	4	17.4
ALL (172)	Beginning	17	9.9	48	28.7	63	36.8	53	31.2	25	15.0
	Intermediate	49	28.5	66	39.5	49	28.7	47	27.6	86	51.5
	Advanced	61	35.5	36	21.6	40	23.4	35	20.6	42	25.1
	Advanced High	45	26.2	17	10.2	19	11.1	35	20.6	14	8.4

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years / N (%) Progressed	2020 Level	Beg	Int	Adv	Adv High
22 / **6 (27.3%)**	Beginning	0			
	Intermediate	2	6		
	Advanced	0	0	10	
	Advanced High	0	0	4	
125 / **31 (24.8%)**	Beginning	11			
	Intermediate	7	58		
	Advanced	1	10	25	
	Advanced High	0	3	10	

Indicates students who progressed at least one level from 2019 to 2020.

SEMESTER 1 TESTS

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

Elementary School Exams

GRADE 1 MATHEMATICS

| 92 | 81.3 | 85.6 | | | 80.4 | | 78.9 | |

GRADE 1 READING

| 42 | 82.9 | 89.7 | | | 95.2 | | 91.2 | |

GRADE 1 READING SPANISH

| 49 | 73.0 | 82.0 | | | 83.7 | | 89.5 | |

GRADE 2 MATHEMATICS

| 84 | 75.3 | 82.8 | 86.2 | | 84.5 | 95.2 | 76.5 | 92.3 |

GRADE 2 READING

| 64 | 72.3 | 81.6 | 88.3 | | 79.7 | 100.0 | 72.1 | 91.3 |

GRADE 2 READING SPANISH

| 20 | 64.3 | 73.2 | 82.3 | | 55.0 | 80.0 | 75.1 | 92.0 |

GRADE 3 MATHEMATICS

| 65 | 72.4 | 81.6 | 81.6 | | 86.2 | 92.3 | 70.6 | 90.8 |

GRADE 3 READING

| 53 | 65.6 | 79.3 | 80.0 | | 86.8 | 84.9 | 62.6 | 88.7 |

GRADE 3 READING SPANISH

| 11 | 45.9 | 67.5 | 73.6 | | 36.4 | 72.7 | 57.7 | 88.7 |

GRADE 4 LANGUAGE ARTS

| 58 | 67.0 | 76.5 | 81.9 | | 67.2 | 91.4 | 68.3 | 91.7 |

SEMESTER 2 TESTS

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

GRADE 1 MATHEMATICS

| | | | | | | | | |

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

| | | | | | | | | |

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

| 10 | 61.8 | 68.1 | 78.5 | | 40.0 | 100.0 | 68.5 | 91.9 |

GRADE 4 MATHEMATICS

| 71 | 71.8 | 79.4 | 81.8 | | 78.9 | 93.0 | 71.7 | 90.4 |

GRADE 4 READING

| 46 | 53.5 | 74.6 | 79.7 | | 73.9 | 89.1 | 68.8 | 92.4 |

GRADE 4 READING SPANISH

| 10 | 66.0 | 77.3 | 78.5 | | 70.0 | 100.0 | 80.7 | 91.8 |

GRADE 5 MATHEMATICS

| 60 | 77.9 | 83.8 | 86.2 | | 90.0 | 98.3 | 78.3 | 91.9 |

GRADE 5 MATHEMATICS SPANISH

| 1 | * | * | * | | * | * | 56.2 | * |

GRADE 5 READING

| 47 | 62.3 | 81.1 | 85.2 | | 83.0 | 95.7 | 79.5 | 94.1 |

GRADE 5 READING SPANISH

| 14 | 74.7 | 81.5 | 83.0 | | 100.0 | 100.0 | 79.8 | 94.9 |

GRADE 5 SCIENCE

| 59 | 83.4 | 85.4 | 87.3 | | 91.5 | 98.3 | 76.5 | 95.9 |

GRADE 5 SCIENCE SPANISH

| 2 | * | * | * | | * | * | 73.2 | * |

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 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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