Campus Data Packet for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 192

JOHN F. PEELER ELEMENTARY SCHOOL

STUDENTS AND STAFF

ENGLISH PROFICIENCY

LOCAL ASSESSMENT

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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	59
KN	49
1	36
2	43
3	28
4	40
5	37
ALL	292

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	8	2.7	3	13.6
American Indian/Alaska Native	1	0.3	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	277	94.9	13	59.1
White	5	1.7	5	22.7
Multiple	1	0.3	1	4.5
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	192	65.8
Economically disadvantaged	272	93.2
Limited English proficient (LEP)	185	63.4
Special education	21	7.2
Talented and Gifted (TAG)	46	15.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	67	0	0.0	0	0.0	0	0.0	66	98.5	1	1.5	0	0.0
	2019	60	0	0.0	0	0.0	0	0.0	60	100.0	0	0.0	0	0.0
	2020	59	1	1.7	1	1.7	0	0.0	56	94.9	1	1.7	0	0.0
KN	2018	41	0	0.0	0	0.0	0	0.0	38	92.7	3	7.3	0	0.0
	2019	27	1	3.7	0	0.0	0	0.0	26	96.3	0	0.0	0	0.0
	2020	49	2	4.1	0	0.0	0	0.0	46	93.9	1	2.0	0	0.0
1	2018	38	0	0.0	0	0.0	0	0.0	38	100.0	0	0.0	0	0.0
	2019	35	0	0.0	0	0.0	0	0.0	35	100.0	0	0.0	0	0.0
	2020	36	1	2.8	0	0.0	0	0.0	34	94.4	0	0.0	1	2.8
2	2018	44	0	0.0	0	0.0	0	0.0	43	97.7	1	2.3	0	0.0
	2019	29	0	0.0	0	0.0	0	0.0	29	100.0	0	0.0	0	0.0
	2020	43	1	2.3	0	0.0	0	0.0	41	95.3	1	2.3	0	0.0
3	2018	37	1	2.7	0	0.0	0	0.0	36	97.3	0	0.0	0	0.0
	2019	35	0	0.0	0	0.0	0	0.0	33	94.3	2	5.7	0	0.0
	2020	28	0	0.0	0	0.0	0	0.0	28	100.0	0	0.0	0	0.0
4	2018	46	1	2.2	0	0.0	0	0.0	45	97.8	0	0.0	0	0.0
	2019	32	1	3.1	0	0.0	0	0.0	31	96.9	0	0.0	0	0.0
	2020	40	1	2.5	0	0.0	0	0.0	37	92.5	2	5.0	0	0.0
5	2018	50	0	0.0	0	0.0	0	0.0	49	98.0	1	2.0	0	0.0
	2019	43	0	0.0	0	0.0	0	0.0	42	97.7	1	2.3	0	0.0
	2020	37	2	5.4	0	0.0	0	0.0	35	94.6	0	0.0	0	0.0
PK-5	2018	323	2	0.6	0	0.0	0	0.0	315	97.5	6	1.9	0	0.0
	2019	261	2	0.8	0	0.0	0	0.0	256	98.1	3	1.1	0	0.0
	2020	292	8	2.7	1	0.3	0	0.0	277	94.9	5	1.7	1	0.3

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	67	64	95.5	49	73.1	1	1.5	50	74.6	0	0.0	64	95.5	50.7	49.3	4.5
	2019	60	60	100.0	30	50.0	7	11.7	12	20.0	0	0.0	39	65.0	53.3	46.7	31.7
	2020	59	59	100.0	38	64.4	1	1.7	39	66.1	0	0.0	45	76.3	50.8	49.2	23.7
KN	2018	41	35	85.4	28	68.3	1	2.4	28	68.3	0	0.0	6	14.6	41.5	58.5	2.4
	2019	27	25	92.6	15	55.6	2	7.4	15	55.6	0	0.0	3	11.1	37.0	63.0	0.0
	2020	49	44	89.8	24	49.0	8	16.3	24	49.0	0	0.0	7	14.3	57.1	42.9	2.0
1	2018	38	37	97.4	33	86.8	1	2.6	33	86.8	1	2.6	2	5.3	50.0	50.0	7.9
	2019	35	29	82.9	27	77.1	0	0.0	25	71.4	2	5.7	2	5.7	42.9	57.1	8.6
	2020	36	34	94.4	20	55.6	1	2.8	19	52.8	4	11.1	3	8.3	44.4	55.6	2.8
2	2018	44	37	84.1	33	75.0	5	11.4	35	79.5	9	20.5	2	4.5	38.6	61.4	9.1
	2019	29	27	93.1	26	89.7	1	3.4	26	89.7	4	13.8	2	6.9	58.6	41.4	0.0
	2020	43	39	90.7	30	69.8	0	0.0	30	69.8	6	14.0	2	4.7	37.2	62.8	7.0
3	2018	37	34	91.9	24	64.9	2	5.4	25	67.6	9	24.3	2	5.4	54.1	45.9	2.7
	2019	35	31	88.6	26	74.3	6	17.1	26	74.3	6	17.1	2	5.7	40.0	60.0	0.0
	2020	28	26	92.9	22	78.6	1	3.6	21	75.0	8	28.6	2	7.1	53.6	46.4	0.0
4	2018	46	44	95.7	32	69.6	3	6.5	39	84.8	17	37.0	1	2.2	47.8	52.2	0.0
	2019	32	30	93.8	22	68.8	4	12.5	28	87.5	8	25.0	2	6.3	46.9	53.1	0.0
	2020	40	37	92.5	27	67.5	6	15.0	32	80.0	16	40.0	2	5.0	42.5	57.5	2.5
5	2018	50	50	100.0	35	70.0	7	14.0	42	84.0	16	32.0	3	6.0	52.0	48.0	6.0
	2019	43	36	83.7	33	76.7	3	7.0	38	88.4	14	32.6	1	2.3	51.2	48.8	7.0
	2020	37	33	89.2	24	64.9	4	10.8	27	73.0	12	32.4	4	10.8	51.4	48.6	5.4
PK-5	2018	323	301	93.2	234	72.4	20	6.2	252	78.0	52	16.1	80	24.8	48.0	52.0	4.6
	2019	261	238	91.2	179	68.6	23	8.8	170	65.1	34	13.0	51	19.5	47.9	52.1	9.6
	2020	292	272	93.2	185	63.4	21	7.2	192	65.8	46	15.8	65	22.3	48.3	51.7	7.5

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	41	11,061	39	96.5	10,520	95.1	4	9.8	17.8	40	9,830	97.9	88.9
	2019	26	10,918	25	93.9	10,370	95.0	2	7.6	5.7	23	9,637	87.0	88.3
	2020	49	10,874	46	94.3	10,319	94.9	1	2.1	3.8	45	9,815	92.8	90.3
1	2018	38	11,550	37	96.8	11,055	95.7	6	15.8	16.6	35	10,347	92.0	89.6
	2019	38	11,198	37	97.3	10,715	95.7	2	5.3	5.0	35	10,069	92.5	89.9
	2020	33	11,192	31	95.3	10,678	95.4	0	0.0	3.9	30	10,139	92.2	90.6
2	2018	45	11,864	43	96.3	11,398	96.1	4	9.0	15.9	41	10,717	91.8	90.3
	2019	28	11,232	27	97.4	10,781	96.0	0	0.0	4.8	28	10,169	99.4	90.5
	2020	42	11,070	41	96.5	10,616	95.9	1	2.4	3.2	42	10,175	99.4	91.9
3	2018	36	12,536	34	96.3	12,080	96.4	7	19.7	14.4	33	11,431	92.9	91.2
	2019	35	11,452	34	95.5	11,029	96.3	3	8.5	4.6	32	10,478	90.4	91.5
	2020	26	11,093	25	97.7	10,664	96.1	0	0.0	3.5	24	10,181	92.7	91.8
4	2018	46	12,675	44	96.8	12,235	96.5	4	8.7	14.1	43	11,637	93.7	91.8
	2019	32	12,118	31	96.8	11,690	96.5	0	0.0	4.9	31	11,112	96.5	91.7
	2020	38	11,323	36	95.9	10,902	96.3	0	0.0	3.4	35	10,479	92.7	92.5
5	2018	48	12,498	46	96.4	12,078	96.6	0	0.0	6.1	44	11,513	91.5	92.1
	2019	44	12,193	42	97.2	11,779	96.6	2	4.6	4.5	41	11,300	94.1	92.7
	2020	36	11,957	34	95.9	11,518	96.3	1	2.8	3.2	34	11,098	95.6	92.8
KN-5	2018	253	72,186	244	96.5	69,366	96.1	25	9.9	14.0	236	65,475	93.3	90.7
	2019	204	69,110	196	96.4	66,364	96.0	9	4.4	4.9	190	62,765	93.4	90.8
	2020	223	67,509	213	95.8	64,698	95.8	3	1.3	3.5	210	61,887	94.4	91.7

Teachers: 22

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	13.6
Hispanic	13	59.1
White	5	22.7
Multiple	1	4.5
Other	0	0.0

Gender	Number	Percentage
Female	15	68.2
Male	7	31.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.1	64.0
2018-19	5.4	85.7
2019-20	5.4	75.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	4	18.2
2	3	13.6
3	2	9.1
4	0	0.0
5	1	4.5
1-3	9	40.9
More than 3	13	59.1
1 - 5	10	45.5
6 - 10	1	4.5
11 - 20	9	40.9
More than 20	2	9.1

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: / 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (25)	Beginning	12	48.0	13	52.0	25	100.0	24	96.0	13	52.0
	Intermediate	12	48.0	11	44.0	0	0.0	1	4.0	12	48.0
	Advanced	1	4.0	1	4.0	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 (20)	Beginning	12	60.0	12	60.0	18	90.0	18	90.0	12	60.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	6	30.0
	Advanced	7	35.0	7	35.0	2	10.0	1	5.0	1	5.0
	Advanced High	1	5.0	1	5.0	0	0.0	1	5.0	1	5.0
2 (30)	Beginning	1	3.6	15	53.6	0	0.0	11	36.7	0	0.0
	Intermediate	12	42.9	9	32.1	0	0.0	17	56.7	0	0.0
	Advanced	13	46.4	3	10.7	0	0.0	1	3.3	0	0.0
	Advanced High	2	7.1	1	3.6	0	0.0	1	3.3	0	0.0
3 (22)	Beginning	1	4.5	2	9.1	0	0.0	1	4.5	0	0.0
	Intermediate	2	9.1	8	36.4	0	0.0	7	31.8	0	0.0
	Advanced	12	54.5	7	31.8	0	0.0	10	45.5	0	0.0
	Advanced High	7	31.8	5	22.7	0	0.0	4	18.2	0	0.0
4 (27)	Beginning	3	11.1	4	14.8	0	0.0	3	11.1	0	0.0
	Intermediate	11	40.7	15	55.6	0	0.0	10	37.0	0	0.0
	Advanced	8	29.6	7	25.9	0	0.0	7	25.9	0	0.0
	Advanced High	5	18.5	1	3.7	0	0.0	7	25.9	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	–	–	–	
14 / 2 (14.3%)	Beginning	8			
	Intermediate	1		4	
	Advanced	0	1	0	
	Advanced High	0	0	0	
18 / 0 (0.0%)	Beginning	0			
	Intermediate	0		0	
	Advanced	0	0	0	
	Advanced High	0	0	0	
22 / 0 (0.0%)	Beginning	0			
	Intermediate	0		0	
	Advanced	0	0	0	
	Advanced High	0	0	0	
27 / 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	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (24)	Beginning	1	4.3	3	13.0	0	0.0	2	8.3	0	0.0
	Intermediate	4	17.4	10	43.5	0	0.0	3	12.5	0	0.0
	Advanced	11	47.8	7	30.4	0	0.0	7	29.2	0	0.0
	Advanced High	7	30.4	3	13.0	0	0.0	12	50.0	0	0.0
ALL (148)	Beginning	30	20.7	49	33.8	43	95.6	59	39.9	25	55.6
	Intermediate	41	28.3	53	36.6	0	0.0	38	25.7	18	40.0
	Advanced	52	35.9	32	22.1	2	4.4	26	17.6	1	2.2
	Advanced High	22	15.2	11	7.6	0	0.0	25	16.9	1	2.2

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (% Progressed)	2020 Level	2019 Level Beg	Int	Adv	Adv High
23 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
104 2 (1.9%)	Beginning	8			
	Intermediate	1	4		
	Advanced	0	1	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

| 32 | 74.3 | 80.2 | | | 81.3 | | 78.9 | |

GRADE 1 READING

| 14 | 75.0 | 85.0 | | | 92.9 | | 91.2 | |

GRADE 1 READING SPANISH

| 18 | 75.6 | 83.7 | | | 88.9 | | 89.5 | |

GRADE 2 MATHEMATICS

| 31 | 70.0 | 79.1 | 89.7 | | 71.0 | 100.0 | 76.5 | 92.3 |

GRADE 2 MATHEMATICS SPANISH

| 11 | 56.3 | 69.5 | 81.8 | | 63.6 | 81.8 | 44.9 | 94.1 |

GRADE 2 READING

| 12 | 56.7 | 71.1 | 84.8 | | 58.3 | 100.0 | 72.1 | 91.3 |

GRADE 2 READING SPANISH

| 30 | 73.8 | 80.4 | 78.8 | | 76.7 | 80.0 | 75.1 | 92.0 |

GRADE 3 MATHEMATICS

| 25 | 66.4 | 77.6 | 91.6 | | 76.0 | 100.0 | 70.6 | 90.8 |

GRADE 3 READING

| 5 | * | * | * | | * | * | 62.6 | * |

GRADE 3 READING SPANISH

| 20 | 62.0 | 77.2 | 83.0 | | 80.0 | 95.0 | 57.7 | 88.7 |

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 MATHEMATICS SPANISH

GRADE 2 READING

GRADE 2 READING SPANISH

GRADE 3 MATHEMATICS

GRADE 3 READING

GRADE 3 READING SPANISH

SEMESTER 1 TESTS

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

GRADE 4 LANGUAGE ARTS

| 30 | 68.4 | 77.5 | 90.7 | | 80.0 | 100.0 | 68.3 | 91.7 |

GRADE 4 LANGUAGE ARTS SPANISH

| 4 | * | * | * | | * | * | 68.5 | * |

GRADE 4 MATHEMATICS

| 32 | 62.6 | 72.7 | 83.3 | | 62.5 | 100.0 | 71.7 | 90.4 |

GRADE 4 MATHEMATICS SPANISH

| 2 | * | * | * | | * | * | 50.4 | * |

GRADE 4 READING

| 30 | 50.7 | 73.1 | 89.6 | | 66.7 | 100.0 | 68.8 | 92.4 |

GRADE 4 READING SPANISH

| 4 | * | * | * | | * | * | 80.7 | * |

GRADE 5 MATHEMATICS

| 32 | 73.4 | 80.6 | 89.7 | | 84.4 | 96.9 | 78.3 | 91.9 |

GRADE 5 MATHEMATICS SPANISH

| 2 | * | * | * | | * | * | 56.2 | * |

GRADE 5 READING

| 31 | 55.4 | 77.7 | 89.8 | | 87.1 | 100.0 | 79.5 | 94.1 |

GRADE 5 READING SPANISH

| 3 | * | * | * | | * | * | 79.8 | * |

GRADE 5 SCIENCE

| 31 | 74.4 | 77.4 | 91.0 | | 71.0 | 100.0 | 76.5 | 95.9 |

SEMESTER 2 TESTS

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

GRADE 4 LANGUAGE ARTS

GRADE 4 LANGUAGE ARTS SPANISH

GRADE 4 MATHEMATICS

GRADE 4 MATHEMATICS SPANISH

GRADE 4 READING

GRADE 4 READING SPANISH

GRADE 5 MATHEMATICS

GRADE 5 MATHEMATICS SPANISH

GRADE 5 READING

GRADE 5 READING SPANISH

GRADE 5 SCIENCE

JOHN F. PEELER ELEMENTARY SCHOOL (192) 13

SEMESTER 1 TESTS

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

GRADE 5 SCIENCE SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
3	*	*	*		*	*	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 5 SCIENCE SPANISH

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