Campus Data Packet
for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 208

SEAGOVILLE ELEMENTARY SCHOOL

STUDENTS AND STAFF

ENGLISH PROFICIENCY

LOCAL ASSESSMENT

SEAGOVILLE ELEMENTARY SCHOOL (208)   **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	63
KN	88
1	101
2	92
3	103
4	111
5	112
ALL	670

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	77	11.5	18	43.9
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	465	69.4	13	31.7
White	102	15.2	7	17.1
Multiple	26	3.9	0	0.0
Other* (teachers only)	—	—	3	7.3
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	357	53.3
Economically disadvantaged	584	87.2
Limited English proficient (LEP)	333	49.7
Special education	59	8.8
Talented and Gifted (TAG)	122	18.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	69	13	18.8	0	0.0	0	0.0	44	63.8	9	13.0	3	4.3
	2019	76	13	17.1	0	0.0	0	0.0	49	64.5	14	18.4	0	0.0
	2020	63	10	15.9	0	0.0	0	0.0	43	68.3	6	9.5	4	6.3
KN	2018	99	15	15.2	1	1.0	0	0.0	60	60.6	22	22.2	1	1.0
	2019	108	16	14.8	0	0.0	0	0.0	71	65.7	15	13.9	6	5.6
	2020	88	9	10.2	0	0.0	0	0.0	61	69.3	17	19.3	1	1.1
1	2018	111	23	20.7	0	0.0	0	0.0	64	57.7	22	19.8	2	1.8
	2019	98	13	13.3	1	1.0	0	0.0	66	67.3	16	16.3	2	2.0
	2020	101	12	11.9	0	0.0	0	0.0	67	66.3	16	15.8	6	5.9
2	2018	117	12	10.3	0	0.0	0	0.0	77	65.8	26	22.2	2	1.7
	2019	107	18	16.8	0	0.0	0	0.0	73	68.2	13	12.1	3	2.8
	2020	92	9	9.8	0	0.0	0	0.0	63	68.5	18	19.6	2	2.2
3	2018	115	18	15.7	0	0.0	0	0.0	69	60.0	27	23.5	1	0.9
	2019	112	7	6.3	0	0.0	0	0.0	79	70.5	21	18.8	5	4.5
	2020	103	15	14.6	0	0.0	0	0.0	77	74.8	7	6.8	4	3.9
4	2018	99	14	14.1	0	0.0	0	0.0	66	66.7	16	16.2	3	3.0
	2019	112	12	10.7	0	0.0	0	0.0	71	63.4	25	22.3	4	3.6
	2020	111	11	9.9	0	0.0	0	0.0	79	71.2	17	15.3	4	3.6
5	2018	107	15	14.0	0	0.0	0	0.0	73	68.2	15	14.0	4	3.7
	2019	97	15	15.5	0	0.0	0	0.0	68	70.1	10	10.3	4	4.1
	2020	112	11	9.8	0	0.0	0	0.0	75	67.0	21	18.8	5	4.5
PK-5	2018	717	110	15.3	1	0.1	0	0.0	453	63.2	137	19.1	16	2.2
	2019	710	94	13.2	1	0.1	0	0.0	477	67.2	114	16.1	24	3.4
	2020	670	77	11.5	0	0.0	0	0.0	465	69.4	102	15.2	26	3.9

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	69	59	85.5	36	52.2	1	1.4	38	55.1	0	0.0	67	97.1	49.3	50.7	2.9
	2019	76	76	100.0	31	40.8	6	7.9	7	9.2	0	0.0	66	86.8	48.7	51.3	9.2
	2020	63	62	98.4	28	44.4	2	3.2	25	39.7	0	0.0	53	84.1	46.0	54.0	15.9
KN	2018	99	82	82.8	43	43.4	5	5.1	46	46.5	5	5.1	28	28.3	64.6	35.4	3.0
	2019	108	95	88.0	52	48.1	9	8.3	47	43.5	5	4.6	35	32.4	54.6	45.4	2.8
	2020	88	78	88.6	38	43.2	7	8.0	35	39.8	6	6.8	26	29.5	46.6	53.4	5.7
1	2018	111	87	78.4	53	47.7	4	3.6	57	51.4	20	18.0	16	14.4	49.5	50.5	2.7
	2019	98	84	85.7	40	40.8	8	8.2	47	48.0	12	12.2	7	7.1	63.3	36.7	8.2
	2020	101	87	86.1	51	50.5	12	11.9	52	51.5	16	15.8	7	6.9	56.4	43.6	5.9
2	2018	117	105	89.7	62	53.0	8	6.8	71	60.7	22	18.8	18	15.4	57.3	42.7	6.8
	2019	107	91	85.0	58	54.2	9	8.4	57	53.3	22	20.6	14	13.1	51.4	48.6	4.7
	2020	92	81	88.0	45	48.9	11	12.0	45	48.9	14	15.2	13	14.1	62.0	38.0	1.1
3	2018	115	100	87.0	50	43.5	7	6.1	54	47.0	25	21.7	15	13.0	49.6	50.4	3.5
	2019	112	105	93.8	61	54.5	7	6.3	69	61.6	24	21.4	9	8.0	55.4	44.6	1.8
	2020	103	83	80.6	56	54.4	9	8.7	58	56.3	25	24.3	2	1.9	51.5	48.5	3.9
4	2018	99	90	90.9	53	53.5	8	8.1	76	76.8	19	19.2	6	6.1	53.5	46.5	0.0
	2019	112	100	89.3	51	45.5	11	9.8	70	62.5	26	23.2	11	9.8	48.2	51.8	1.8
	2020	111	97	87.4	61	55.0	9	8.1	79	71.2	24	21.6	9	8.1	52.3	47.7	4.5
5	2018	107	97	90.7	54	50.5	10	9.3	85	79.4	22	20.6	12	11.2	38.3	61.7	0.0
	2019	97	82	84.5	46	47.4	10	10.3	79	81.4	17	17.5	6	6.2	54.6	45.4	1.0
	2020	112	96	85.7	54	48.2	9	8.0	63	56.3	37	33.0	13	11.6	48.2	51.8	1.8
PK-5	2018	717	620	86.5	351	49.0	43	6.0	427	59.6	113	15.8	162	22.6	51.7	48.3	2.8
	2019	710	633	89.2	339	47.7	60	8.5	376	53.0	106	14.9	148	20.8	53.8	46.2	3.9
	2020	670	584	87.2	333	49.7	59	8.8	357	53.3	122	18.2	123	18.4	52.1	47.9	4.9

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	97	11,061	92	94.7	10,520	95.1	18	18.5	17.8	88	9,830	90.3	88.9
	2019	101	10,918	96	94.9	10,370	95.0	6	5.9	5.7	90	9,637	88.8	88.3
	2020	86	10,874	82	94.6	10,319	94.9	5	5.8	3.8	74	9,815	85.8	90.3
1	2018	109	11,550	104	94.9	11,055	95.7	23	21.0	16.6	95	10,347	86.8	89.6
	2019	102	11,198	96	94.3	10,715	95.7	5	4.9	5.0	91	10,069	89.0	89.9
	2020	101	11,192	96	95.1	10,678	95.4	6	5.9	3.9	91	10,139	89.7	90.6
2	2018	113	11,864	108	95.6	11,398	96.1	15	13.3	15.9	104	10,717	92.1	90.3
	2019	106	11,232	102	95.9	10,781	96.0	4	3.8	4.8	99	10,169	93.4	90.5
	2020	95	11,070	90	94.9	10,616	95.9	3	3.2	3.2	85	10,175	89.8	91.9
3	2018	114	12,536	109	95.8	12,080	96.4	20	17.6	14.4	101	11,431	88.8	91.2
	2019	114	11,452	109	95.8	11,029	96.3	6	5.3	4.6	105	10,478	91.9	91.5
	2020	103	11,093	100	96.7	10,664	96.1	2	1.9	3.5	101	10,181	98.1	91.8
4	2018	99	12,675	95	96.6	12,235	96.5	13	13.2	14.1	92	11,637	93.2	91.8
	2019	110	12,118	106	96.9	11,690	96.5	5	4.6	4.9	103	11,112	94.0	91.7
	2020	110	11,323	106	96.7	10,902	96.3	5	4.6	3.4	103	10,479	93.9	92.5
5	2018	108	12,498	104	96.8	12,078	96.6	3	2.8	6.1	98	11,513	90.8	92.1
	2019	99	12,193	95	96.1	11,779	96.6	3	3.0	4.5	90	11,300	90.7	92.7
	2020	110	11,957	105	95.8	11,518	96.3	3	2.7	3.2	106	11,098	96.7	92.8
KN-5	2018	640	72,186	613	95.7	69,366	96.1	92	14.4	14.0	578	65,475	90.3	90.7
	2019	633	69,110	605	95.7	66,364	96.0	29	4.6	4.9	578	62,765	91.4	90.8
	2020	605	67,509	579	95.7	64,698	95.8	24	4.0	3.5	560	61,887	92.6	91.7

Teachers: 41

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	18	43.9
Hispanic	13	31.7
White	7	17.1
Multiple	0	0.0
Other	3	7.3

Gender	Number	Percentage
Female	37	90.2
Male	4	9.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	8.9	71.8
2018-19	8.5	82.5
2019-20	5.1	87.5

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	4.9
1	2	4.9
2	4	9.8
3	4	9.8
4	2	4.9
5	4	9.8
1-3	10	24.4
More than 3	29	70.7
1 - 5	16	39.0
6 - 10	10	24.4
11 - 20	8	19.5
More than 20	5	12.2

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (38)	Beginning	10	26.3	24	63.2	38	100.0	38	100.0	24	63.2
	Intermediate	20	52.6	6	15.8	0	0.0	0	0.0	14	36.8
	Advanced	8	21.1	8	21.1	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 (51)	Beginning	13	25.5	13	25.5	29	56.9	24	47.1	11	21.6
	Intermediate	17	33.3	19	37.3	14	27.5	11	21.6	26	51.0
	Advanced	13	25.5	13	25.5	1	2.0	9	17.6	7	13.7
	Advanced High	8	15.7	6	11.8	7	13.7	7	13.7	7	13.7
2 (45)	Beginning	3	6.7	14	31.1	23	51.1	13	28.9	8	17.8
	Intermediate	15	33.3	26	57.8	14	31.1	22	48.9	25	55.6
	Advanced	21	46.7	3	6.7	6	13.3	7	15.6	10	22.2
	Advanced High	6	13.3	2	4.4	2	4.4	3	6.7	2	4.4
3 (56)	Beginning	1	1.8	18	32.1	11	19.6	10	17.9	4	7.1
	Intermediate	6	10.7	35	62.5	26	46.4	17	30.4	28	50.0
	Advanced	23	41.1	2	3.6	15	26.8	16	28.6	24	42.9
	Advanced High	26	46.4	1	1.8	4	7.1	13	23.2	0	0.0
4 (62)	Beginning	7	11.3	7	11.3	6	9.7	9	14.5	2	3.2
	Intermediate	20	32.3	29	46.8	22	35.5	24	38.7	29	46.8
	Advanced	25	40.3	25	40.3	17	27.4	13	21.0	23	37.1
	Advanced High	10	16.1	1	1.6	17	27.4	16	25.8	8	12.9

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	–	–	–	
48	Beginning	8			
	Intermediate	18	8		
32 (66.7%)	Advanced	3	4	0	
	Advanced High	0	4	3	
42	Beginning	7			
	Intermediate	10	13		
20 (47.6%)	Advanced	1	7	2	
	Advanced High	0	1	1	
56	Beginning	4			
	Intermediate	0	28		
10 (17.9%)	Advanced	0	10	14	
	Advanced High	0	0	0	
59	Beginning	0			
	Intermediate	1	27		
10 (16.9%)	Advanced	0	1	22	
	Advanced High	0	0	8	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (54)	Beginning	2	3.7	10	18.5	7	13.0	3	5.6	2	3.7
	Intermediate	15	27.8	26	48.1	10	18.5	18	33.3	21	38.9
	Advanced	25	46.3	18	33.3	16	29.6	16	29.6	23	42.6
	Advanced High	12	22.2	0	0.0	21	38.9	17	31.5	8	14.8
ALL (306)	Beginning	36	11.8	86	28.1	114	37.3	97	31.7	51	16.7
	Intermediate	93	30.4	141	46.1	86	28.1	92	30.1	143	46.7
	Advanced	115	37.6	69	22.5	55	18.0	61	19.9	87	28.4
	Advanced High	62	20.3	10	3.3	51	16.7	56	18.3	25	8.2

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
52 19 (36.5%)	Beginning		1		
	Intermediate	3		17	
	Advanced	0	8		15
	Advanced High	0	0		8
259 91 (35.1%)	Beginning		22		
	Intermediate	32		93	
	Advanced	4	30		53
	Advanced High	0	5		20

☐ 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)	ACP	Course	ACP	Course
	Averages				% Passing		District % Passing	

Elementary School Exams

GRADE 1 MATHEMATICS

| 96 | 81.4 | 85.7 | | | 85.4 | | 78.9 | |

GRADE 1 READING

| 60 | 78.5 | 87.1 | | | 96.7 | | 91.2 | |

GRADE 1 READING SPANISH

| 35 | 89.7 | 93.1 | | | 94.3 | | 89.5 | |

GRADE 2 MATHEMATICS

| 89 | 71.0 | 79.8 | 85.9 | | 79.8 | 97.8 | 76.5 | 92.3 |

GRADE 2 READING

| 51 | 64.5 | 76.3 | 88.9 | | 60.8 | 100.0 | 72.1 | 91.3 |

GRADE 2 READING SPANISH

| 37 | 76.8 | 82.6 | 91.5 | | 81.1 | 97.3 | 75.1 | 92.0 |

GRADE 3 MATHEMATICS

| 95 | 63.9 | 75.9 | 83.2 | | 68.4 | 92.6 | 70.6 | 90.8 |

GRADE 3 READING

| 60 | 58.6 | 75.2 | 81.1 | | 68.3 | 96.7 | 62.6 | 88.7 |

GRADE 3 READING SPANISH

| 35 | 43.1 | 65.9 | 70.3 | | 34.3 | 54.3 | 57.7 | 88.7 |

GRADE 4 LANGUAGE ARTS

| 61 | 63.2 | 73.7 | 80.6 | | 65.6 | 95.1 | 68.3 | 91.7 |

SEMESTER 2 TESTS

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

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

41	63.0	69.2	78.8		56.1	90.2	68.5	91.9

GRADE 4 MATHEMATICS

102	70.8	78.6	78.6		70.6	77.5	71.7	90.4

GRADE 4 READING

61	50.1	72.8	80.0		63.9	95.1	68.8	92.4

GRADE 4 READING SPANISH

40	61.3	74.2	78.8		55.0	90.0	80.7	91.8

GRADE 5 MATHEMATICS

105	70.0	78.1	83.7		75.2	95.2	78.3	91.9

GRADE 5 READING

83	55.6	77.8	84.1		84.3	100.0	79.5	94.1

GRADE 5 READING SPANISH

22	60.5	71.1	73.2		63.6	77.3	79.8	94.9

GRADE 5 SCIENCE

105	72.7	75.9	84.6		71.4	100.0	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 READING SPANISH

GRADE 5 SCIENCE