Campus Data Packet
for 2020-21 planning

DALLAS INDEPENDENT SCHOOL DISTRICT

School Number 286

LEE A. MCSHAN, JR. 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	61
KN	106
1	92
2	111
3	93
4	90
5	91
ALL	644

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	134	20.8	14	31.8
American Indian/Alaska Native	2	0.3	*	*
Asian/Hawaiian/Pacific Islander	206	32.0	*	*
Hispanic	235	36.5	13	29.5
White	19	3.0	10	22.7
Multiple	48	7.5	1	2.3
Other* (teachers only)	—	—	6	13.6
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	506	78.6
Economically disadvantaged	627	97.4
Limited English proficient (LEP)	505	78.4
Special education	48	7.5
Talented and Gifted (TAG)	69	10.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	56	13	23.2	0	0.0	20	35.7	21	37.5	2	3.6	0	0.0
	2019	78	19	24.4	4	5.1	28	35.9	26	33.3	0	0.0	1	1.3
	2020	61	19	31.1	0	0.0	13	21.3	23	37.7	1	1.6	5	8.2
KN	2018	101	16	15.8	0	0.0	58	57.4	23	22.8	3	3.0	1	1.0
	2019	107	24	22.4	1	0.9	42	39.3	33	30.8	5	4.7	2	1.9
	2020	106	20	18.9	1	0.9	38	35.8	36	34.0	1	0.9	10	9.4
1	2018	106	15	14.2	0	0.0	51	48.1	36	34.0	3	2.8	1	0.9
	2019	106	20	18.9	1	0.9	56	52.8	26	24.5	2	1.9	1	0.9
	2020	92	19	20.7	1	1.1	28	30.4	32	34.8	3	3.3	9	9.8
2	2018	95	21	22.1	0	0.0	42	44.2	30	31.6	2	2.1	0	0.0
	2019	99	18	18.2	0	0.0	39	39.4	35	35.4	6	6.1	1	1.0
	2020	111	22	19.8	0	0.0	46	41.4	35	31.5	3	2.7	5	4.5
3	2018	100	22	22.0	0	0.0	37	37.0	39	39.0	2	2.0	0	0.0
	2019	90	20	22.2	0	0.0	39	43.3	29	32.2	2	2.2	0	0.0
	2020	93	18	19.4	0	0.0	31	33.3	32	34.4	7	7.5	5	5.4
4	2018	107	16	15.0	0	0.0	46	43.0	43	40.2	2	1.9	0	0.0
	2019	101	22	21.8	0	0.0	35	34.7	42	41.6	2	2.0	0	0.0
	2020	90	18	20.0	0	0.0	28	31.1	35	38.9	2	2.2	7	7.8
5	2018	79	17	21.5	0	0.0	26	32.9	35	44.3	1	1.3	0	0.0
	2019	113	20	17.7	0	0.0	41	36.3	48	42.5	4	3.5	0	0.0
	2020	91	18	19.8	0	0.0	22	24.2	42	46.2	2	2.2	7	7.7
PK-5	2018	644	120	18.6	0	0.0	280	43.5	227	35.2	15	2.3	2	0.3
	2019	694	143	20.6	6	0.9	280	40.3	239	34.4	21	3.0	5	0.7
	2020	644	134	20.8	2	0.3	206	32.0	235	36.5	19	3.0	48	7.5

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	56	50	89.3	42	75.0	2	3.6	42	75.0	0	0.0	56	100.0	53.6	46.4	0.0
	2019	78	78	100.0	56	71.8	5	6.4	3	3.8	0	0.0	73	93.6	50.0	50.0	5.1
	2020	61	61	100.0	37	60.7	1	1.6	35	57.4	0	0.0	59	96.7	49.2	50.8	3.3
KN	2018	101	93	92.1	87	86.1	1	1.0	87	86.1	8	7.9	60	59.4	52.5	47.5	1.0
	2019	107	104	97.2	77	72.0	7	6.5	40	37.4	2	1.9	52	48.6	51.4	48.6	1.9
	2020	106	101	95.3	80	75.5	4	3.8	79	74.5	4	3.8	39	36.8	50.9	49.1	0.9
1	2018	106	99	93.4	93	87.7	4	3.8	94	88.7	10	9.4	12	11.3	50.9	49.1	8.5
	2019	106	105	99.1	89	84.0	4	3.8	76	71.7	10	9.4	19	17.9	50.9	49.1	4.7
	2020	92	87	94.6	71	77.2	6	6.5	68	73.9	9	9.8	13	14.1	55.4	44.6	0.0
2	2018	95	88	92.6	79	83.2	11	11.6	79	83.2	5	5.3	8	8.4	46.3	53.7	4.2
	2019	99	96	97.0	80	80.8	6	6.1	73	73.7	12	12.1	15	15.2	48.5	51.5	1.0
	2020	111	111	100.0	91	82.0	7	6.3	91	82.0	15	13.5	14	12.6	54.1	45.9	2.7
3	2018	100	95	95.0	91	91.0	9	9.0	91	91.0	14	14.0	12	12.0	50.0	50.0	1.0
	2019	90	89	98.9	73	81.1	9	10.0	69	76.7	12	13.3	10	11.1	44.4	55.6	0.0
	2020	93	90	96.8	75	80.6	7	7.5	75	80.6	12	12.9	12	12.9	46.2	53.8	3.2
4	2018	107	106	99.1	94	87.9	9	8.4	99	92.5	8	7.5	11	10.3	45.8	54.2	5.6
	2019	101	98	97.0	87	86.1	10	9.9	86	85.1	19	18.8	10	9.9	48.5	51.5	1.0
	2020	90	86	95.6	74	82.2	11	12.2	80	88.9	14	15.6	11	12.2	47.8	52.2	0.0
5	2018	79	77	97.5	65	82.3	8	10.1	70	88.6	20	25.3	10	12.7	50.6	49.4	3.8
	2019	113	111	98.2	94	83.2	12	10.6	94	83.2	12	10.6	12	10.6	44.2	55.8	4.4
	2020	91	91	100.0	77	84.6	12	13.2	78	85.7	15	16.5	6	6.6	45.1	54.9	2.2
PK-5	2018	644	608	94.4	551	85.6	44	6.8	562	87.3	65	10.1	169	26.2	49.7	50.3	3.7
	2019	694	681	98.1	556	80.1	53	7.6	441	63.5	67	9.7	191	27.5	48.3	51.7	2.6
	2020	644	627	97.4	505	78.4	48	7.5	506	78.6	69	10.7	154	23.9	50.0	50.0	1.7

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	99	11,061	96	96.3	10,520	95.1	19	19.1	17.8	88	9,830	88.5	88.9
	2019	106	10,918	100	94.9	10,370	95.0	4	3.8	5.7	95	9,637	89.9	88.3
	2020	110	10,874	104	94.5	10,319	94.9	4	3.6	3.8	99	9,815	90.0	90.3
1	2018	106	11,550	103	96.5	11,055	95.7	10	9.4	16.6	102	10,347	96.0	89.6
	2019	109	11,198	104	96.1	10,715	95.7	5	4.6	5.0	96	10,069	88.4	89.9
	2020	97	11,192	92	94.9	10,678	95.4	6	6.2	3.9	79	10,139	81.3	90.6
2	2018	96	11,864	93	97.1	11,398	96.1	13	13.6	15.9	88	10,717	91.9	90.3
	2019	100	11,232	96	96.2	10,781	96.0	5	5.0	4.8	88	10,169	88.1	90.5
	2020	112	11,070	107	95.6	10,616	95.9	8	7.2	3.2	101	10,175	90.4	91.9
3	2018	98	12,536	96	97.6	12,080	96.4	13	13.3	14.4	92	11,431	94.0	91.2
	2019	93	11,452	90	96.5	11,029	96.3	2	2.2	4.6	85	10,478	91.4	91.5
	2020	97	11,093	93	96.2	10,664	96.1	1	1.0	3.5	87	10,181	89.7	91.8
4	2018	108	12,675	106	97.8	12,235	96.5	14	12.9	14.1	101	11,637	93.3	91.8
	2019	103	12,118	99	96.4	11,690	96.5	6	5.8	4.9	94	11,112	91.5	91.7
	2020	91	11,323	87	96.4	10,902	96.3	1	1.1	3.4	83	10,479	91.5	92.5
5	2018	78	12,498	75	96.5	12,078	96.6	2	2.6	6.1	66	11,513	84.8	92.1
	2019	112	12,193	108	96.4	11,779	96.6	1	0.9	4.5	100	11,300	89.4	92.7
	2020	97	11,957	94	96.5	11,518	96.3	3	3.1	3.2	85	11,098	87.5	92.8
KN-5	2018	586	72,186	568	97.0	69,366	96.1	71	12.1	14.0	537	65,475	91.7	90.7
	2019	622	69,110	597	96.1	66,364	96.0	23	3.7	4.9	558	62,765	89.7	90.8
	2020	604	67,509	577	95.6	64,698	95.8	23	3.8	3.5	534	61,887	88.4	91.7

Teachers: 44

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	14	31.8
Hispanic	13	29.5
White	10	22.7
Multiple	1	2.3
Other	6	13.6

Gender	Number	Percentage
Female	35	79.5
Male	9	20.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.9	93.5
2018-19	6.5	87.0
2019-20	5.6	81.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	2.3
1	0	0.0
2	3	6.8
3	3	6.8
4	0	0.0
5	4	9.1
1-3	6	13.6
More than 3	37	84.1
1 - 5	10	22.7
6 - 10	11	25.0
11 - 20	15	34.1
More than 20	7	15.9

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (80)	Beginning	32	40.0	34	42.5	47	58.8	46	57.5	34	42.5
	Intermediate	28	35.0	29	36.3	22	27.5	23	28.8	31	38.8
	Advanced	20	25.0	15	18.8	11	13.8	10	12.5	15	18.8
	Advanced High	0	0.0	2	2.5	0	0.0	1	1.3	0	0.0
1 (72)	Beginning	33	45.8	41	56.9	59	81.9	44	61.1	40	55.6
	Intermediate	27	37.5	24	33.3	10	13.9	23	31.9	26	36.1
	Advanced	12	16.7	7	9.7	3	4.2	5	6.9	6	8.3
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (90)	Beginning	11	12.2	25	27.8	36	40.0	35	40.2	16	18.4
	Intermediate	38	42.2	48	53.3	32	35.6	32	36.8	51	58.6
	Advanced	33	36.7	14	15.6	20	22.2	15	17.2	18	20.7
	Advanced High	8	8.9	3	3.3	2	2.2	5	5.7	2	2.3
3 (75)	Beginning	3	4.1	11	14.9	16	21.3	15	20.3	5	6.8
	Intermediate	9	12.2	37	50.0	40	53.3	30	40.5	32	43.8
	Advanced	28	37.8	13	17.6	18	24.0	10	13.5	30	41.1
	Advanced High	34	45.9	13	17.6	1	1.3	19	25.7	6	8.2
4 (72)	Beginning	11	15.7	8	11.4	10	14.1	11	15.3	4	5.7
	Intermediate	31	44.3	27	38.6	30	42.3	26	36.1	30	42.9
	Advanced	25	35.7	33	47.1	19	26.8	19	26.4	33	47.1
	Advanced High	3	4.3	2	2.9	12	16.9	16	22.2	3	4.3

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	–	–	–	
65	Beginning		33		
10 (15.4%)	Intermediate	7		19	
	Advanced	2	1	3	
	Advanced High	0	0	0	
81	Beginning		11		
43 (53.1%)	Intermediate	27		21	
	Advanced	4	10	4	
	Advanced High	0	2	0	
71	Beginning		1		
35 (49.3%)	Intermediate	9		23	
	Advanced	1	19	10	
	Advanced High	0	1	5	
65	Beginning		1		
15 (23.1%)	Intermediate	3		24	
	Advanced	0	9	24	
	Advanced High	0	0	3	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (78)	Beginning	6	7.9	7	9.2	6	7.7	7	9.0	3	3.9
	Intermediate	23	30.3	28	36.8	29	37.2	19	24.4	20	26.3
	Advanced	23	30.3	34	44.7	32	41.0	19	24.4	37	48.7
	Advanced High	24	31.6	7	9.2	11	14.1	33	42.3	16	21.1
ALL (467)	Beginning	96	20.8	126	27.3	174	37.3	158	34.1	102	22.3
	Intermediate	156	33.8	193	41.8	163	35.0	153	33.0	190	41.5
	Advanced	141	30.5	116	25.1	103	22.1	78	16.8	139	30.3
	Advanced High	69	14.9	27	5.8	26	5.6	74	16.0	27	5.9

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
76 **40 (52.6%)**	Beginning		2		
	Intermediate	4		15	
	Advanced	0	20		17
	Advanced High	0	0		16
358 **143 (39.9%)**	Beginning		48		
	Intermediate	50		102	
	Advanced	7	59		58
	Advanced High	0	3		24

☐ 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

87	79.3	84.0			85.1		78.9	

GRADE 1 READING

71	78.4	87.0			93.0		91.2	

GRADE 1 READING SPANISH

22	72.3	81.5			72.7		89.5	

GRADE 2 MATHEMATICS

105	66.6	76.7	85.0		69.5	100.0	76.5	92.3

GRADE 2 READING

79	63.3	75.5	80.0		70.9	92.4	72.1	91.3

GRADE 2 READING SPANISH

26	64.6	73.5	81.4		65.4	88.5	75.1	92.0

GRADE 3 MATHEMATICS

89	66.3	77.6	77.7		74.2	85.4	70.6	90.8

GRADE 3 READING

62	49.8	69.9	78.5		56.5	80.6	62.6	88.7

GRADE 3 READING SPANISH

28	54.8	72.9	75.8		57.1	60.7	57.7	88.7

GRADE 4 LANGUAGE ARTS

63	61.7	72.7	69.8		65.1	47.6	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	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
	Averages				% Passing		District % Passing	

GRADE 4 LANGUAGE ARTS SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
19	70.9	75.7	76.0		73.7	89.5	68.5	91.9

GRADE 4 MATHEMATICS

81	66.0	75.1	76.9		64.2	72.8	71.7	90.4

GRADE 4 MATHEMATICS SPANISH

1	*	*	*		*		50.4	*

GRADE 4 READING

61	51.4	73.5	77.1		73.8	72.1	68.8	92.4

GRADE 4 READING SPANISH

21	60.5	73.7	75.7		71.4	90.5	80.7	91.8

GRADE 5 MATHEMATICS

89	72.1	79.6	78.4		76.4	80.9	78.3	91.9

GRADE 5 MATHEMATICS SPANISH

1	*	*	*		*		56.2	*

GRADE 5 READING

58	51.1	75.5	85.3		79.3	96.6	79.5	94.1

GRADE 5 READING SPANISH

32	66.6	75.6	91.1		71.9	100.0	79.8	94.9

GRADE 5 SCIENCE

89	68.4	72.1	73.1		56.2	74.2	76.5	95.9

GRADE 5 SCIENCE SPANISH

1	*	*	*		*		73.2	*

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 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

GRADE 5 SCIENCE SPANISH

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