



School Number 161

JOHN IRELAND ELEMENTARY SCHOOL

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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	90
KN	67
1	55
2	67
3	76
4	60
5	65
ALL	480

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	58	12.1	2	6.3
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	410	85.4	20	62.5
White	7	1.5	8	25.0
Multiple	5	1.0	1	3.1
Other* (teachers only)	—	—	1	3.1
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indian/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	319	66.5
Economically disadvantaged	470	97.9
Limited English proficient (LEP)	312	65.0
Special education	47	9.8
Talented and Gifted (TAG)	79	16.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	53	9	17.0	0	0.0	0	0.0	42	79.2	0	0.0	2	3.8
	2019	96	11	11.5	3	3.1	0	0.0	80	83.3	2	2.1	0	0.0
	2020	90	8	8.9	0	0.0	0	0.0	81	90.0	0	0.0	1	1.1
KN	2018	77	10	13.0	0	0.0	0	0.0	67	87.0	0	0.0	0	0.0
	2019	50	5	10.0	0	0.0	0	0.0	42	84.0	1	2.0	2	4.0
	2020	67	5	7.5	0	0.0	0	0.0	61	91.0	0	0.0	1	1.5
1	2018	77	14	18.2	0	0.0	0	0.0	63	81.8	0	0.0	0	0.0
	2019	73	7	9.6	0	0.0	0	0.0	65	89.0	1	1.4	0	0.0
	2020	55	8	14.5	0	0.0	0	0.0	44	80.0	1	1.8	2	3.6
2	2018	62	8	12.9	0	0.0	0	0.0	54	87.1	0	0.0	0	0.0
	2019	68	11	16.2	0	0.0	0	0.0	56	82.4	1	1.5	0	0.0
	2020	67	8	11.9	0	0.0	0	0.0	58	86.6	1	1.5	0	0.0
3	2018	74	9	12.2	2	2.7	0	0.0	63	85.1	0	0.0	0	0.0
	2019	60	5	8.3	0	0.0	0	0.0	54	90.0	0	0.0	1	1.7
	2020	76	9	11.8	0	0.0	0	0.0	64	84.2	3	3.9	0	0.0
4	2018	91	10	11.0	0	0.0	1	1.1	78	85.7	1	1.1	0	0.0
	2019	67	12	17.9	0	0.0	0	0.0	55	82.1	0	0.0	0	0.0
	2020	60	8	13.3	0	0.0	0	0.0	50	83.3	1	1.7	1	1.7
5	2018	80	10	12.5	0	0.0	0	0.0	70	87.5	0	0.0	0	0.0
	2019	77	10	13.0	0	0.0	1	1.3	63	81.8	2	2.6	0	0.0
	2020	65	12	18.5	0	0.0	0	0.0	52	80.0	1	1.5	0	0.0
PK-5	2018	514	70	13.6	2	0.4	1	0.2	437	85.0	1	0.2	2	0.4
	2019	491	61	12.4	3	0.6	1	0.2	415	84.5	7	1.4	3	0.6
	2020	480	58	12.1	0	0.0	0	0.0	410	85.4	7	1.5	5	1.0

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	53	52	98.1	35	66.0	1	1.9	36	67.9	0	0.0	49	92.5	49.1	50.9	5.7
	2019	96	94	97.9	56	58.3	1	1.0	2	2.1	0	0.0	94	97.9	57.3	42.7	2.1
	2020	90	90	100.0	61	67.8	2	2.2	55	61.1	0	0.0	62	68.9	50.0	50.0	32.2
KN	2018	77	75	97.4	48	62.3	3	3.9	49	63.6	8	10.4	23	29.9	46.8	53.2	0.0
	2019	50	49	98.0	33	66.0	2	4.0	28	56.0	6	12.0	5	10.0	40.0	60.0	0.0
	2020	67	66	98.5	41	61.2	1	1.5	40	59.7	3	4.5	12	17.9	59.7	40.3	1.5
1	2018	77	73	94.8	55	71.4	2	2.6	55	71.4	6	7.8	3	3.9	44.2	55.8	1.3
	2019	73	70	95.9	50	68.5	2	2.7	45	61.6	11	15.1	10	13.7	45.2	54.8	0.0
	2020	55	55	100.0	34	61.8	7	12.7	34	61.8	5	9.1	5	9.1	49.1	50.9	3.6
2	2018	62	62	100.0	40	64.5	4	6.5	41	66.1	15	24.2	4	6.5	46.8	53.2	1.6
	2019	68	65	95.6	51	75.0	1	1.5	49	72.1	9	13.2	10	14.7	44.1	55.9	1.5
	2020	67	65	97.0	43	64.2	7	10.4	44	65.7	14	20.9	6	9.0	46.3	53.7	0.0
3	2018	74	70	94.6	46	62.2	14	18.9	48	64.9	14	18.9	6	8.1	58.1	41.9	0.0
	2019	60	59	98.3	40	66.7	4	6.7	41	68.3	18	30.0	3	5.0	45.0	55.0	3.3
	2020	76	72	94.7	55	72.4	8	10.5	56	73.7	16	21.1	8	10.5	47.4	52.6	3.9
4	2018	91	89	97.8	62	68.1	8	8.8	77	84.6	15	16.5	4	4.4	52.7	47.3	0.0
	2019	67	66	98.5	40	59.7	7	10.4	48	71.6	19	28.4	5	7.5	50.7	49.3	0.0
	2020	60	59	98.3	38	63.3	10	16.7	45	75.0	21	35.0	6	10.0	45.0	55.0	1.7
5	2018	80	76	95.0	53	66.3	9	11.3	70	87.5	13	16.3	7	8.8	63.8	36.3	0.0
	2019	77	76	98.7	56	72.7	4	5.2	68	88.3	23	29.9	5	6.5	46.8	53.2	1.3
	2020	65	63	96.9	40	61.5	12	18.5	45	69.2	20	30.8	3	4.6	47.7	52.3	0.0
PK-5	2018	514	497	96.7	339	66.0	41	8.0	376	73.2	71	13.8	96	18.7	51.9	48.1	1.0
	2019	491	479	97.6	326	66.4	21	4.3	281	57.2	86	17.5	132	26.9	47.9	52.1	1.2
	2020	480	470	97.9	312	65.0	47	9.8	319	66.5	79	16.5	102	21.3	49.4	50.6	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	75	11,061	71	95.5	10,520	95.1	13	17.4	17.8	66	9,830	88.3	88.9
	2019	50	10,918	48	95.1	10,370	95.0	2	4.0	5.7	45	9,637	89.6	88.3
	2020	66	10,874	61	93.3	10,319	94.9	1	1.5	3.8	62	9,815	94.5	90.3
1	2018	76	11,550	74	96.3	11,055	95.7	12	15.7	16.6	69	10,347	90.3	89.6
	2019	70	11,198	68	97.6	10,715	95.7	3	4.3	5.0	61	10,069	87.2	89.9
	2020	56	11,192	55	97.9	10,678	95.4	5	8.9	3.9	48	10,139	85.6	90.6
2	2018	64	11,864	62	96.4	11,398	96.1	6	9.4	15.9	59	10,717	92.0	90.3
	2019	69	11,232	67	97.3	10,781	96.0	2	2.9	4.8	64	10,169	93.3	90.5
	2020	66	11,070	64	97.0	10,616	95.9	1	1.5	3.2	60	10,175	91.1	91.9
3	2018	76	12,536	74	96.6	12,080	96.4	6	7.9	14.4	70	11,431	91.7	91.2
	2019	60	11,452	59	98.0	11,029	96.3	1	1.7	4.6	55	10,478	91.8	91.5
	2020	75	11,093	73	96.9	10,664	96.1	1	1.3	3.5	70	10,181	93.3	91.8
4	2018	94	12,675	91	96.8	12,235	96.5	8	8.6	14.1	87	11,637	93.0	91.8
	2019	68	12,118	66	97.9	11,690	96.5	4	5.9	4.9	63	11,112	92.8	91.7
	2020	59	11,323	57	96.5	10,902	96.3	2	3.4	3.4	52	10,479	87.8	92.5
5	2018	80	12,498	77	97.2	12,078	96.6	7	8.8	6.1	75	11,513	94.1	92.1
	2019	77	12,193	76	98.6	11,779	96.6	1	1.3	4.5	74	11,300	95.8	92.7
	2020	64	11,957	62	96.8	11,518	96.3	2	3.1	3.2	61	11,098	95.6	92.8
KN-5	2018	465	72,186	449	96.5	69,366	96.1	52	11.2	14.0	426	65,475	91.6	90.7
	2019	394	69,110	384	97.6	66,364	96.0	13	3.3	4.9	362	62,765	91.9	90.8
	2020	386	67,509	372	96.4	64,698	95.8	12	3.1	3.5	353	61,887	91.6	91.7

Teachers: 32

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	2	6.3
Hispanic	20	62.5
White	8	25.0
Multiple	1	3.1
Other	1	3.1

Gender	Number	Percentage
Female	26	81.3
Male	6	18.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	8.4	78.8
2018-19	7.0	42.9
2019-20	4.7	75.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	6.3
1	4	12.5
2	5	15.6
3	4	12.5
4	1	3.1
5	2	6.3
1-3	13	40.6
More than 3	17	53.1
1 - 5	16	50.0
6 - 10	6	18.8
11 - 20	6	18.8
More than 20	2	6.3

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (41)	Beginning	28	68.3	31	75.6	39	95.1	39	95.1	31	75.6
	Intermediate	10	24.4	7	17.1	0	0.0	0	0.0	8	19.5
	Advanced	1	2.4	1	2.4	2	4.9	2	4.9	0	0.0
	Advanced High	2	4.9	2	4.9	0	0.0	0	0.0	2	4.9
1 (35)	Beginning	6	17.1	8	22.9	20	57.1	14	40.0	8	22.9
	Intermediate	17	48.6	20	57.1	14	40.0	16	45.7	20	57.1
	Advanced	10	28.6	7	20.0	1	2.9	5	14.3	7	20.0
	Advanced High	2	5.7	0	0.0	0	0.0	0	0.0	0	0.0
2 (42)	Beginning	4	10.0	11	27.5	21	50.0	16	38.1	7	17.5
	Intermediate	16	40.0	19	47.5	13	31.0	16	38.1	24	60.0
	Advanced	12	30.0	10	25.0	5	11.9	5	11.9	9	22.5
	Advanced High	8	20.0	0	0.0	3	7.1	5	11.9	0	0.0
3 (52)	Beginning	3	5.9	5	9.8	15	28.8	13	25.0	4	7.8
	Intermediate	9	17.6	23	45.1	17	32.7	13	25.0	20	39.2
	Advanced	18	35.3	13	25.5	13	25.0	11	21.2	17	33.3
	Advanced High	21	41.2	10	19.6	7	13.5	15	28.8	10	19.6
4 (38)	Beginning	6	15.8	2	5.3	10	26.3	4	10.5	2	5.3
	Intermediate	11	28.9	14	36.8	10	26.3	14	36.8	15	39.5
	Advanced	14	36.8	21	55.3	14	36.8	10	26.3	16	42.1
	Advanced High	7	18.4	1	2.6	4	10.5	10	26.3	5	13.2

PROGRESSION FROM 2019 TO 2020


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
33 14 (42.4%)	Beginning	7			
	Intermediate	7	12		
	Advanced	2	5	0	
	Advanced High	0	0	0	
40 24 (60.0%)	Beginning	6			
	Intermediate	16	7		
	Advanced	3	5	1	
	Advanced High	0	0	0	
50 23 (46.0%)	Beginning	4			
	Intermediate	1	18		
	Advanced	0	13	4	
	Advanced High	0	2	7	
37 11 (29.7%)	Beginning	1			
	Intermediate	2	13		
	Advanced	0	4	12	
	Advanced High	0	0	5	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (39)	Beginning	5	12.8	3	7.7	6	15.4	6	15.4	2	5.1
	Intermediate	13	33.3	17	43.6	13	33.3	13	33.3	17	43.6
	Advanced	12	30.8	14	35.9	10	25.6	8	20.5	14	35.9
	Advanced High	9	23.1	5	12.8	10	25.6	12	30.8	6	15.4
ALL (247)	Beginning	52	21.3	60	24.6	111	44.9	92	37.2	54	22.1
	Intermediate	76	31.1	100	41.0	67	27.1	72	29.1	104	42.6
	Advanced	67	27.5	66	27.0	45	18.2	41	16.6	63	25.8
	Advanced High	49	20.1	18	7.4	24	9.7	42	17.0	23	9.4

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
37 <hr/> 18 (48.6%)	Beginning	1			
	Intermediate	5	11		
	Advanced	0	7	7	
	Advanced High	0	1	5	
197 <hr/> 90 (45.7%)	Beginning	19			
	Intermediate	31	61		
	Advanced	5	34	24	
	Advanced High	0	3	17	

 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

SEMESTER 2 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

52	64.7	72.8			57.7		78.9	
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GRADE 1 READING

17	55.9	73.5			70.6		91.2	
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GRADE 1 READING SPANISH

35	83.6	89.0			97.1		89.5	
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GRADE 2 MATHEMATICS

59	58.4	71.0	85.9		62.7	100.0	76.5	92.3
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GRADE 2 READING

14	53.9	69.3	87.7		42.9	100.0	72.1	91.3
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GRADE 2 READING SPANISH

46	65.1	73.8	55.6		63.0	65.2	75.1	92.0
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GRADE 3 MATHEMATICS

67	62.0	74.7	83.0		68.7	92.5	70.6	90.8
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GRADE 3 MATHEMATICS SPANISH

1	*	*	*		*	*	57.0	*
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GRADE 3 READING

23	51.5	70.9	89.4		73.9	100.0	62.6	88.7
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GRADE 3 READING SPANISH

45	44.7	66.8	81.9		40.0	95.6	57.7	88.7
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GRADE 1 MATHEMATICS

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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 MATHEMATICS SPANISH

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GRADE 3 READING

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GRADE 3 READING SPANISH

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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

19	55.1	67.9	85.7		57.9	100.0	68.3	91.7
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GRADE 4 LANGUAGE ARTS SPANISH

34	72.5	77.1	82.3		70.6	85.3	68.5	91.9
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GRADE 4 MATHEMATICS

52	73.3	80.5	84.5		75.0	100.0	71.7	90.4
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GRADE 4 MATHEMATICS SPANISH

1	*	*	*		*	*	50.4	*
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GRADE 4 READING

19	46.8	71.0	86.1		47.4	100.0	68.8	92.4
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GRADE 4 READING SPANISH

34	68.2	78.8	82.3		73.5	85.3	80.7	91.8
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GRADE 5 MATHEMATICS

57	80.4	85.6	89.1		87.7	98.2	78.3	91.9
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GRADE 5 MATHEMATICS SPANISH

1	*	*	*		*	*	56.2	*
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GRADE 5 READING

30	47.0	73.5	79.4		76.7	93.3	79.5	94.1
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GRADE 5 READING SPANISH

27	65.7	74.9	86.4		70.4	100.0	79.8	94.9
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GRADE 5 SCIENCE

50	76.5	79.3	86.4		72.0	96.0	76.5	95.9
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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

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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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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

8	72.7	78.4	85.0		62.5	100.0	73.2	94.7
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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

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