



School Number 191

**ELISHA M. PEASE
ELEMENTARY SCHOOL**

- 2. Contents Table of Contents
- 3. Notes Notes and Data Descriptions

STUDENTS AND STAFF

- 5. Summary Summary of Student and Teacher Statistics
- 6. Enroll (1) Enrollment Statistics by Ethnicity
- 7. Enroll (2) Enrollment Statistics by Select Student Group
- 8. Attendance Student Attendance Statistics
- 9. Teachers Teacher Statistics

LOCAL ASSESSMENT

- 10. ACP Dallas ISD Assessments of Course Performance

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.

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	105
KN	57
1	77
2	57
3	69
4	77
5	79
ALL	521

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	484	92.9	24	75.0
American Indian/Alaska Native	2	0.4	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	19	3.6	3	9.4
White	6	1.2	1	3.1
Multiple	10	1.9	4	12.5
Other* (teachers only)	—	—	0	0.0
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	70	13.4
Economically disadvantaged	505	96.9
Limited English proficient (LEP)	11	2.1
Special education	60	11.5
Talented and Gifted (TAG)	53	10.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	53	51	96.2	1	1.9	0	0.0	0	0.0	0	0.0	1	1.9
	2019	56	49	87.5	2	3.6	0	0.0	1	1.8	0	0.0	4	7.1
	2020	105	96	91.4	0	0.0	0	0.0	5	4.8	0	0.0	4	3.8
KN	2018	54	51	94.4	0	0.0	0	0.0	2	3.7	1	1.9	0	0.0
	2019	67	64	95.5	1	1.5	0	0.0	1	1.5	0	0.0	1	1.5
	2020	57	51	89.5	0	0.0	0	0.0	1	1.8	1	1.8	4	7.0
1	2018	53	51	96.2	0	0.0	0	0.0	2	3.8	0	0.0	0	0.0
	2019	62	57	91.9	0	0.0	0	0.0	2	3.2	2	3.2	1	1.6
	2020	77	74	96.1	0	0.0	0	0.0	2	2.6	0	0.0	1	1.3
2	2018	76	68	89.5	0	0.0	0	0.0	6	7.9	2	2.6	0	0.0
	2019	65	59	90.8	0	0.0	0	0.0	6	9.2	0	0.0	0	0.0
	2020	57	54	94.7	0	0.0	0	0.0	0	0.0	2	3.5	1	1.8
3	2018	62	54	87.1	0	0.0	0	0.0	6	9.7	0	0.0	2	3.2
	2019	81	75	92.6	0	0.0	0	0.0	5	6.2	1	1.2	0	0.0
	2020	69	66	95.7	0	0.0	0	0.0	3	4.3	0	0.0	0	0.0
4	2018	65	56	86.2	0	0.0	0	0.0	9	13.8	0	0.0	0	0.0
	2019	71	62	87.3	1	1.4	0	0.0	6	8.5	1	1.4	1	1.4
	2020	77	70	90.9	1	1.3	0	0.0	4	5.2	2	2.6	0	0.0
5	2018	66	57	86.4	0	0.0	0	0.0	9	13.6	0	0.0	0	0.0
	2019	60	51	85.0	0	0.0	0	0.0	8	13.3	0	0.0	1	1.7
	2020	79	73	92.4	1	1.3	0	0.0	4	5.1	1	1.3	0	0.0
PK-5	2018	429	388	90.4	1	0.2	0	0.0	34	7.9	3	0.7	3	0.7
	2019	462	417	90.3	4	0.9	0	0.0	29	6.3	4	0.9	8	1.7
	2020	521	484	92.9	2	0.4	0	0.0	19	3.6	6	1.2	10	1.9

Enroll (2)

Enrollment Statistics by Select Student Group

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	50	94.3	0	0.0	1	1.9	5	9.4	0	0.0	40	75.5	45.3	54.7	24.5
	2019	56	56	100.0	0	0.0	1	1.8	2	3.6	0	0.0	36	64.3	51.8	48.2	35.7
	2020	105	102	97.1	1	1.0	2	1.9	2	1.9	0	0.0	74	70.5	52.4	47.6	27.6
KN	2018	54	48	88.9	1	1.9	1	1.9	4	7.4	3	5.6	24	44.4	48.1	51.9	0.0
	2019	67	67	100.0	0	0.0	3	4.5	1	1.5	0	0.0	22	32.8	52.2	47.8	3.0
	2020	57	55	96.5	0	0.0	0	0.0	2	3.5	3	5.3	16	28.1	35.1	64.9	3.5
1	2018	53	41	77.4	2	3.8	5	9.4	5	9.4	10	18.9	10	18.9	49.1	50.9	1.9
	2019	62	62	100.0	1	1.6	5	8.1	8	12.9	7	11.3	11	17.7	51.6	48.4	1.6
	2020	77	75	97.4	0	0.0	9	11.7	1	1.3	11	14.3	12	15.6	53.2	46.8	1.3
2	2018	76	64	84.2	5	6.6	4	5.3	11	14.5	7	9.2	14	18.4	55.3	44.7	1.3
	2019	65	65	100.0	3	4.6	14	21.5	8	12.3	12	18.5	12	18.5	53.8	46.2	3.1
	2020	57	57	100.0	0	0.0	7	12.3	0	0.0	7	12.3	8	14.0	57.9	42.1	0.0
3	2018	62	58	93.5	3	4.8	9	14.5	8	12.9	9	14.5	10	16.1	37.1	62.9	0.0
	2019	81	79	97.5	3	3.7	11	13.6	11	13.6	12	14.8	14	17.3	55.6	44.4	0.0
	2020	69	67	97.1	3	4.3	11	15.9	5	7.2	12	17.4	13	18.8	50.7	49.3	1.4
4	2018	65	59	90.8	6	9.2	9	13.8	37	56.9	11	16.9	7	10.8	44.6	55.4	0.0
	2019	71	69	97.2	4	5.6	17	23.9	38	53.5	12	16.9	12	16.9	38.0	62.0	2.8
	2020	77	74	96.1	3	3.9	11	14.3	36	46.8	10	13.0	11	14.3	58.4	41.6	1.3
5	2018	66	61	92.4	6	9.1	6	9.1	44	66.7	11	16.7	8	12.1	54.5	45.5	1.5
	2019	60	59	98.3	4	6.7	14	23.3	45	75.0	6	10.0	9	15.0	55.0	45.0	5.0
	2020	79	75	94.9	4	5.1	20	25.3	24	30.4	10	12.7	17	21.5	40.5	59.5	2.5
PK-5	2018	429	381	88.8	23	5.4	35	8.2	114	26.6	51	11.9	113	26.3	48.0	52.0	3.7
	2019	462	457	98.9	15	3.2	65	14.1	113	24.5	49	10.6	116	25.1	51.1	48.9	6.5
	2020	521	505	96.9	11	2.1	60	11.5	70	13.4	53	10.2	151	29.0	50.1	49.9	6.9

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	58	11,061	53	91.2	10,520	95.1	23	39.6	17.8	41	9,830	70.5	88.9
	2019	69	10,918	63	91.3	10,370	95.0	18	26.0	5.7	47	9,637	67.9	88.3
	2020	48	10,874	44	90.5	10,319	94.9	6	12.4	3.8	33	9,815	68.1	90.3
1	2018	61	11,550	57	93.2	11,055	95.7	25	40.7	16.6	42	10,347	68.4	89.6
	2019	64	11,198	58	91.4	10,715	95.7	5	7.9	5.0	43	10,069	67.7	89.9
	2020	77	11,192	71	91.8	10,678	95.4	11	14.3	3.9	59	10,139	76.9	90.6
2	2018	80	11,864	76	94.4	11,398	96.1	25	31.1	15.9	64	10,717	79.6	90.3
	2019	64	11,232	58	90.9	10,781	96.0	4	6.2	4.8	44	10,169	68.6	90.5
	2020	56	11,070	51	91.7	10,616	95.9	5	9.0	3.2	42	10,175	75.7	91.9
3	2018	65	12,536	62	94.9	12,080	96.4	27	41.4	14.4	48	11,431	73.6	91.2
	2019	81	11,452	75	93.0	11,029	96.3	10	12.3	4.6	63	10,478	77.6	91.5
	2020	64	11,093	58	91.4	10,664	96.1	8	12.6	3.5	49	10,181	77.0	91.8
4	2018	66	12,675	61	93.1	12,235	96.5	31	47.2	14.1	48	11,637	73.1	91.8
	2019	68	12,118	62	91.9	11,690	96.5	14	20.7	4.9	46	11,112	68.0	91.7
	2020	78	11,323	72	92.4	10,902	96.3	7	9.0	3.4	61	10,479	78.6	92.5
5	2018	72	12,498	67	93.4	12,078	96.6	16	22.3	6.1	55	11,513	76.8	92.1
	2019	62	12,193	58	92.8	11,779	96.6	5	8.1	4.5	47	11,300	75.7	92.7
	2020	70	11,957	65	92.7	11,518	96.3	4	5.7	3.2	55	11,098	78.9	92.8
KN-5	2018	402	72,186	376	93.4	69,366	96.1	147	36.5	14.0	298	65,475	74.1	90.7
	2019	408	69,110	375	91.9	66,364	96.0	56	13.7	4.9	290	62,765	71.1	90.8
	2020	392	67,509	360	91.8	64,698	95.8	41	10.5	3.5	299	61,887	76.3	91.7

Teachers: 32

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	24	75.0
Hispanic	3	9.4
White	1	3.1
Multiple	4	12.5
Other	0	0.0

Gender	Number	Percentage
Female	28	87.5
Male	4	12.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.5	42.4
2018-19	4.8	55.6
2019-20	3.7	68.6

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.1
1	5	15.6
2	3	9.4
3	2	6.3
4	0	0.0
5	0	0.0
1-3	10	31.3
More than 3	21	65.6
1 - 5	10	31.3
6 - 10	7	21.9
11 - 20	10	31.3
More than 20	4	12.5

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

66	70.4	77.2			75.8		78.9	
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GRADE 1 READING

67	79.9	88.0			95.5		91.2	
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GRADE 2 MATHEMATICS

45	67.7	77.5	87.0		68.9	93.3	76.5	92.3
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GRADE 2 READING

48	60.5	73.7	84.2		52.1	89.6	72.1	91.3
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GRADE 3 MATHEMATICS

54	60.9	74.0	84.8		66.7	87.0	70.6	90.8
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GRADE 3 READING

55	52.6	71.6	81.6		60.0	94.5	62.6	88.7
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GRADE 4 LANGUAGE ARTS

69	67.2	76.6	82.6		72.5	97.1	68.3	91.7
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GRADE 4 MATHEMATICS

73	61.6	71.9	48.1		58.9	39.7	71.7	90.4
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GRADE 4 READING

68	58.9	77.6	77.7		82.4	88.2	68.8	92.4
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GRADE 5 MATHEMATICS

52	69.2	77.5	81.8		75.0	86.5	78.3	91.9
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GRADE 1 MATHEMATICS

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GRADE 1 READING

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GRADE 2 MATHEMATICS

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GRADE 2 READING

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GRADE 3 MATHEMATICS

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GRADE 3 READING

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GRADE 4 LANGUAGE ARTS

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GRADE 4 MATHEMATICS

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GRADE 4 READING

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GRADE 5 MATHEMATICS

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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 READING

52	52.9	76.4	83.2		75.0	92.3	79.5	94.1
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GRADE 5 SCIENCE

56	79.8	82.1	83.1		78.6	92.9	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 5 READING

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GRADE 5 SCIENCE

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