



School Number 244

SEAGOVILLE NORTH 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	68
KN	99
1	111
2	109
3	139
4	126
5	141
ALL	793

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	106	13.4	9	21.4
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	1	0.1	*	*
Hispanic	625	78.8	22	52.4
White	43	5.4	8	19.0
Multiple	18	2.3	1	2.4
Other* (teachers only)	—	—	2	4.8
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	478	60.3
Economically disadvantaged	719	90.7
Limited English proficient (LEP)	433	54.6
Special education	80	10.1
Talented and Gifted (TAG)	132	16.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	63	7	11.1	0	0.0	0	0.0	53	84.1	2	3.2	1	1.6
	2019	63	9	14.3	0	0.0	0	0.0	52	82.5	2	3.2	0	0.0
	2020	68	1	1.5	0	0.0	0	0.0	64	94.1	1	1.5	2	2.9
KN	2018	96	8	8.3	1	1.0	1	1.0	69	71.9	14	14.6	3	3.1
	2019	109	16	14.7	0	0.0	0	0.0	84	77.1	5	4.6	4	3.7
	2020	99	14	14.1	0	0.0	0	0.0	78	78.8	4	4.0	3	3.0
1	2018	115	11	9.6	0	0.0	0	0.0	96	83.5	5	4.3	3	2.6
	2019	114	13	11.4	0	0.0	1	0.9	82	71.9	14	12.3	4	3.5
	2020	111	13	11.7	0	0.0	0	0.0	91	82.0	2	1.8	5	4.5
2	2018	124	15	12.1	0	0.0	0	0.0	96	77.4	8	6.5	5	4.0
	2019	127	15	11.8	0	0.0	0	0.0	103	81.1	6	4.7	3	2.4
	2020	109	16	14.7	0	0.0	1	0.9	77	70.6	11	10.1	4	3.7
3	2018	122	15	12.3	0	0.0	0	0.0	95	77.9	11	9.0	1	0.8
	2019	123	15	12.2	0	0.0	0	0.0	100	81.3	5	4.1	3	2.4
	2020	139	21	15.1	0	0.0	0	0.0	107	77.0	7	5.0	4	2.9
4	2018	129	15	11.6	0	0.0	0	0.0	104	80.6	9	7.0	1	0.8
	2019	126	17	13.5	0	0.0	0	0.0	98	77.8	10	7.9	1	0.8
	2020	126	18	14.3	0	0.0	0	0.0	100	79.4	8	6.3	0	0.0
5	2018	111	11	9.9	0	0.0	0	0.0	84	75.7	14	12.6	1	0.9
	2019	135	16	11.9	0	0.0	0	0.0	111	82.2	6	4.4	2	1.5
	2020	141	23	16.3	0	0.0	0	0.0	108	76.6	10	7.1	0	0.0
PK-5	2018	760	82	10.8	1	0.1	1	0.1	597	78.6	63	8.3	15	2.0
	2019	797	101	12.7	0	0.0	1	0.1	630	79.0	48	6.0	17	2.1
	2020	793	106	13.4	0	0.0	1	0.1	625	78.8	43	5.4	18	2.3

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	63	62	98.4	41	65.1	3	4.8	43	68.3	0	0.0	63	100.0	61.9	38.1	0.0
	2019	63	63	100.0	42	66.7	1	1.6	8	12.7	0	0.0	60	95.2	30.2	69.8	4.8
	2020	68	68	100.0	39	57.4	0	0.0	39	57.4	0	0.0	64	94.1	54.4	45.6	7.4
KN	2018	96	79	82.3	49	51.0	4	4.2	50	52.1	1	1.0	38	39.6	47.9	52.1	0.0
	2019	109	97	89.0	64	58.7	3	2.8	51	46.8	6	5.5	42	38.5	58.7	41.3	0.0
	2020	99	93	93.9	52	52.5	3	3.0	56	56.6	8	8.1	37	37.4	42.4	57.6	0.0
1	2018	115	104	90.4	71	61.7	13	11.3	76	66.1	10	8.7	15	13.0	55.7	44.3	0.9
	2019	114	103	90.4	57	50.0	9	7.9	51	44.7	12	10.5	20	17.5	47.4	52.6	0.9
	2020	111	100	90.1	64	57.7	10	9.0	62	55.9	22	19.8	14	12.6	55.9	44.1	0.0
2	2018	124	105	84.7	68	54.8	16	12.9	67	54.0	11	8.9	13	10.5	47.6	52.4	3.2
	2019	127	114	89.8	76	59.8	15	11.8	75	59.1	17	13.4	10	7.9	55.9	44.1	0.0
	2020	109	101	92.7	52	47.7	11	10.1	53	48.6	28	25.7	10	9.2	50.5	49.5	1.8
3	2018	122	106	86.9	61	50.0	11	9.0	62	50.8	16	13.1	17	13.9	57.4	42.6	0.8
	2019	123	107	87.0	75	61.0	13	10.6	65	52.8	13	10.6	10	8.1	48.0	52.0	0.0
	2020	139	123	88.5	78	56.1	20	14.4	79	56.8	26	18.7	20	14.4	54.7	45.3	0.7
4	2018	129	118	91.5	77	59.7	15	11.6	92	71.3	22	17.1	20	15.5	55.8	44.2	0.0
	2019	126	111	88.1	64	50.8	22	17.5	87	69.0	14	11.1	14	11.1	54.8	45.2	0.0
	2020	126	109	86.5	78	61.9	15	11.9	99	78.6	26	20.6	12	9.5	49.2	50.8	0.8
5	2018	111	102	91.9	53	47.7	14	12.6	84	75.7	20	18.0	11	9.9	55.0	45.0	1.8
	2019	135	127	94.1	82	60.7	16	11.9	104	77.0	25	18.5	12	8.9	58.5	41.5	3.0
	2020	141	125	88.7	70	49.6	21	14.9	90	63.8	22	15.6	16	11.3	51.1	48.9	2.8
PK-5	2018	760	676	88.9	420	55.3	76	10.0	474	62.4	80	10.5	177	23.3	54.1	45.9	1.1
	2019	797	722	90.6	460	57.7	79	9.9	441	55.3	87	10.9	168	21.1	52.1	47.9	1.0
	2020	793	719	90.7	433	54.6	80	10.1	478	60.3	132	16.6	173	21.8	51.2	48.8	1.6

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	96	11,061	91	94.4	10,520	95.1	13	13.6	17.8	87	9,830	90.8	88.9
	2019	105	10,918	101	95.9	10,370	95.0	2	1.9	5.7	93	9,637	88.6	88.3
	2020	100	10,874	95	95.7	10,319	94.9	3	3.0	3.8	94	9,815	94.3	90.3
1	2018	118	11,550	113	96.2	11,055	95.7	11	9.3	16.6	110	10,347	93.4	89.6
	2019	108	11,198	103	95.4	10,715	95.7	2	1.9	5.0	92	10,069	85.3	89.9
	2020	112	11,192	107	94.9	10,678	95.4	4	3.6	3.9	101	10,139	89.9	90.6
2	2018	124	11,864	120	96.6	11,398	96.1	18	14.5	15.9	114	10,717	91.9	90.3
	2019	126	11,232	121	96.2	10,781	96.0	1	0.8	4.8	120	10,169	95.6	90.5
	2020	109	11,070	105	95.8	10,616	95.9	4	3.7	3.2	100	10,175	91.4	91.9
3	2018	122	12,536	118	96.4	12,080	96.4	14	11.5	14.4	112	11,431	91.9	91.2
	2019	122	11,452	117	96.2	11,029	96.3	2	1.6	4.6	113	10,478	92.9	91.5
	2020	134	11,093	129	96.2	10,664	96.1	4	3.0	3.5	124	10,181	92.2	91.8
4	2018	129	12,675	125	97.0	12,235	96.5	14	10.8	14.1	122	11,637	94.5	91.8
	2019	123	12,118	119	96.6	11,690	96.5	1	0.8	4.9	117	11,112	95.3	91.7
	2020	125	11,323	121	96.3	10,902	96.3	3	2.4	3.4	117	10,479	93.4	92.5
5	2018	114	12,498	110	96.3	12,078	96.6	13	11.4	6.1	105	11,513	91.9	92.1
	2019	129	12,193	125	96.7	11,779	96.6	5	3.9	4.5	121	11,300	93.5	92.7
	2020	138	11,957	134	96.9	11,518	96.3	2	1.4	3.2	134	11,098	97.0	92.8
KN-5	2018	703	72,186	677	96.2	69,366	96.1	83	11.8	14.0	650	65,475	92.5	90.7
	2019	712	69,110	685	96.2	66,364	96.0	13	1.8	4.9	656	62,765	92.1	90.8
	2020	719	67,509	691	96.0	64,698	95.8	20	2.8	3.5	670	61,887	93.1	91.7

Teachers: 42

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	9	21.4
Hispanic	22	52.4
White	8	19.0
Multiple	1	2.4
Other	2	4.8

Gender	Number	Percentage
Female	35	83.3
Male	7	16.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.9	71.4
2018-19	8.2	60.5
2019-20	5.7	61.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	7	16.7
1	6	14.3
2	5	11.9
3	1	2.4
4	4	9.5
5	2	4.8
1-3	12	28.6
More than 3	23	54.8
1 - 5	18	42.9
6 - 10	4	9.5
11 - 20	7	16.7
More than 20	6	14.3

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (53)	Beginning	26	49.1	36	67.9	52	98.1	52	98.1	36	67.9
	Intermediate	21	39.6	12	22.6	0	0.0	0	0.0	16	30.2
	Advanced	6	11.3	5	9.4	1	1.9	1	1.9	1	1.9
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (63)	Beginning	17	27.0	19	30.2	41	65.1	34	54.0	21	33.3
	Intermediate	26	41.3	22	34.9	19	30.2	23	36.5	26	41.3
	Advanced	16	25.4	18	28.6	2	3.2	5	7.9	15	23.8
	Advanced High	4	6.3	4	6.3	1	1.6	1	1.6	1	1.6
2 (51)	Beginning	1	2.0	12	23.5	0	0.0	10	19.6	0	0.0
	Intermediate	13	25.5	33	64.7	0	0.0	26	51.0	0	0.0
	Advanced	25	49.0	5	9.8	0	0.0	11	21.6	0	0.0
	Advanced High	12	23.5	1	2.0	0	0.0	4	7.8	0	0.0
3 (79)	Beginning	1	1.4	7	10.1	0	0.0	14	17.7	0	0.0
	Intermediate	9	13.0	43	62.3	0	0.0	22	27.8	1	50.0
	Advanced	32	46.4	14	20.3	2	100.0	12	15.2	1	50.0
	Advanced High	27	39.1	5	7.2	0	0.0	31	39.2	0	0.0
4 (78)	Beginning	5	7.6	14	21.2	0	0.0	11	14.3	0	0.0
	Intermediate	25	37.9	22	33.3	0	0.0	23	29.9	0	0.0
	Advanced	16	24.2	29	43.9	0	0.0	19	24.7	0	0.0
	Advanced High	20	30.3	1	1.5	0	0.0	24	31.2	0	0.0

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	-	-	-	
62 38 (61.3%)	Beginning	20			
	Intermediate	22	4		
	Advanced	5	10	0	
	Advanced High	0	1	0	
48 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
73 0 (0.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	1	
	Advanced High	0	0	0	
74 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (70)	Beginning	3	4.8	3	4.8	4	5.7	5	7.4	2	3.2
	Intermediate	13	21.0	29	46.8	11	15.7	9	13.2	9	14.5
	Advanced	22	35.5	29	46.8	28	40.0	20	29.4	35	56.5
	Advanced High	24	38.7	1	1.6	27	38.6	34	50.0	16	25.8
ALL (394)	Beginning	53	14.6	91	25.0	97	51.6	126	32.2	59	32.8
	Intermediate	107	29.4	161	44.2	30	16.0	103	26.3	52	28.9
	Advanced	117	32.1	100	27.5	33	17.6	68	17.4	52	28.9
	Advanced High	87	23.9	12	3.3	28	14.9	94	24.0	17	9.4

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
68 39 (57.4%)	Beginning	0			
	Intermediate	0	9		
	Advanced	1	22	12	
	Advanced High	0	2	14	
325 77 (23.7%)	Beginning	20			
	Intermediate	22	14		
	Advanced	6	32	13	
	Advanced High	0	3	14	

 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

104	66.3	74.0			65.4		78.9	
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GRADE 1 READING

44	70.2	82.1			90.9		91.2	
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GRADE 1 READING SPANISH

59	75.6	83.7			78.0		89.5	
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GRADE 2 MATHEMATICS

106	66.3	76.5	81.3		72.6	94.3	76.5	92.3
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GRADE 2 READING

54	65.2	76.8	81.8		68.5	90.7	72.1	91.3
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GRADE 2 READING SPANISH

49	68.8	76.6	81.9		67.3	89.8	75.1	92.0
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GRADE 3 MATHEMATICS

131	58.7	72.5	78.9		61.1	81.7	70.6	90.8
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GRADE 3 READING

64	48.3	69.0	75.5		53.1	68.8	62.6	88.7
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GRADE 3 READING SPANISH

68	51.6	71.0	78.9		52.9	83.8	57.7	88.7
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GRADE 4 LANGUAGE ARTS

62	53.2	66.6	80.6		50.0	87.1	68.3	91.7
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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 READING

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GRADE 3 READING SPANISH

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GRADE 4 LANGUAGE ARTS

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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 SPANISH

60	68.9	74.1	79.7		70.0	98.3	68.5	91.9
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GRADE 4 MATHEMATICS

122	52.7	65.4	82.1		42.6	98.4	71.7	90.4
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GRADE 4 READING

62	46.8	71.0	86.7		51.6	100.0	68.8	92.4
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GRADE 4 READING SPANISH

60	67.7	78.4	79.7		78.3	98.3	80.7	91.8
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GRADE 5 MATHEMATICS

133	68.6	77.0	80.9		73.7	94.7	78.3	91.9
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GRADE 5 READING

77	44.0	72.0	80.9		57.1	98.7	79.5	94.1
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GRADE 5 READING SPANISH

57	69.5	77.7	77.3		78.9	89.5	79.8	94.9
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GRADE 5 SCIENCE

77	67.7	71.5	80.8		61.0	97.4	76.5	95.9
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GRADE 5 SCIENCE SPANISH

56	73.4	79.0	87.9		75.0	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 4 LANGUAGE ARTS SPANISH

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GRADE 4 MATHEMATICS

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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 READING

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GRADE 5 READING SPANISH

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GRADE 5 SCIENCE

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GRADE 5 SCIENCE SPANISH

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