



School Number 264

RONALD E. MCNAIR 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

ENGLISH PROFICIENCY

- 10. TELPAS Texas English Language Proficiency Assessment

LOCAL ASSESSMENT

- 12. 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.

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	54
KN	75
1	85
2	98
3	83
4	77
5	82
ALL	554

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	421	76.0	26	70.3
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	103	18.6	5	13.5
White	3	0.5	5	13.5
Multiple	27	4.9	0	0.0
Other* (teachers only)	—	—	1	2.7
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	173	31.2
Economically disadvantaged	530	95.7
Limited English proficient (LEP)	65	11.7
Special education	60	10.8
Talented and Gifted (TAG)	60	10.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	62	47	75.8	0	0.0	0	0.0	11	17.7	3	4.8	1	1.6
	2019	60	42	70.0	2	3.3	0	0.0	12	20.0	2	3.3	2	3.3
	2020	54	42	77.8	0	0.0	0	0.0	7	13.0	1	1.9	4	7.4
KN	2018	91	73	80.2	1	1.1	0	0.0	15	16.5	2	2.2	0	0.0
	2019	68	54	79.4	0	0.0	0	0.0	10	14.7	3	4.4	1	1.5
	2020	75	56	74.7	0	0.0	0	0.0	15	20.0	0	0.0	4	5.3
1	2018	88	69	78.4	0	0.0	0	0.0	17	19.3	2	2.3	0	0.0
	2019	87	66	75.9	0	0.0	0	0.0	16	18.4	2	2.3	3	3.4
	2020	85	69	81.2	0	0.0	0	0.0	12	14.1	0	0.0	4	4.7
2	2018	102	85	83.3	0	0.0	0	0.0	16	15.7	0	0.0	1	1.0
	2019	83	66	79.5	0	0.0	0	0.0	14	16.9	1	1.2	2	2.4
	2020	98	76	77.6	0	0.0	0	0.0	16	16.3	1	1.0	5	5.1
3	2018	90	69	76.7	0	0.0	0	0.0	19	21.1	1	1.1	1	1.1
	2019	73	57	78.1	0	0.0	0	0.0	12	16.4	0	0.0	3	4.1
	2020	83	63	75.9	0	0.0	0	0.0	18	21.7	0	0.0	2	2.4
4	2018	99	84	84.8	0	0.0	0	0.0	14	14.1	0	0.0	1	1.0
	2019	88	65	73.9	0	0.0	0	0.0	20	22.7	1	1.1	2	2.3
	2020	77	59	76.6	0	0.0	0	0.0	14	18.2	0	0.0	4	5.2
5	2018	102	86	84.3	0	0.0	0	0.0	14	13.7	2	2.0	0	0.0
	2019	102	83	81.4	1	1.0	0	0.0	13	12.7	2	2.0	3	2.9
	2020	82	56	68.3	0	0.0	0	0.0	21	25.6	1	1.2	4	4.9
PK-5	2018	634	513	80.9	1	0.2	0	0.0	106	16.7	10	1.6	4	0.6
	2019	561	433	77.2	3	0.5	0	0.0	97	17.3	11	2.0	16	2.9
	2020	554	421	76.0	0	0.0	0	0.0	103	18.6	3	0.5	27	4.9

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	62	56	90.3	10	16.1	0	0.0	19	30.6	0	0.0	58	93.5	48.4	51.6	6.5
	2019	60	59	98.3	8	13.3	0	0.0	9	15.0	0	0.0	53	88.3	53.3	46.7	11.7
	2020	54	53	98.1	4	7.4	0	0.0	7	13.0	0	0.0	46	85.2	61.1	38.9	14.8
KN	2018	91	87	95.6	10	11.0	2	2.2	24	26.4	6	6.6	50	54.9	53.8	46.2	0.0
	2019	68	66	97.1	6	8.8	1	1.5	10	14.7	4	5.9	23	33.8	50.0	50.0	0.0
	2020	75	73	97.3	7	9.3	3	4.0	12	16.0	0	0.0	23	30.7	52.0	48.0	4.0
1	2018	88	79	89.8	13	14.8	7	8.0	21	23.9	2	2.3	18	20.5	48.9	51.1	6.8
	2019	87	84	96.6	11	12.6	7	8.0	30	34.5	8	9.2	23	26.4	51.7	48.3	4.6
	2020	85	80	94.1	5	5.9	8	9.4	21	24.7	9	10.6	17	20.0	52.9	47.1	11.8
2	2018	102	92	90.2	8	7.8	11	10.8	25	24.5	17	16.7	25	24.5	61.8	38.2	4.9
	2019	83	80	96.4	13	15.7	10	12.0	33	39.8	7	8.4	17	20.5	53.0	47.0	14.5
	2020	98	91	92.9	10	10.2	13	13.3	30	30.6	10	10.2	22	22.4	51.0	49.0	12.2
3	2018	90	84	93.3	12	13.3	7	7.8	27	30.0	12	13.3	14	15.6	56.7	43.3	4.4
	2019	73	70	95.9	7	9.6	14	19.2	24	32.9	10	13.7	13	17.8	52.1	47.9	11.0
	2020	83	82	98.8	16	19.3	11	13.3	29	34.9	11	13.3	18	21.7	50.6	49.4	8.4
4	2018	99	91	91.9	11	11.1	19	19.2	57	57.6	9	9.1	16	16.2	52.5	47.5	2.0
	2019	88	84	95.5	13	14.8	7	8.0	41	46.6	15	17.0	17	19.3	54.5	45.5	2.3
	2020	77	73	94.8	9	11.7	18	23.4	37	48.1	11	14.3	14	18.2	51.9	48.1	7.8
5	2018	102	98	96.1	10	9.8	16	15.7	68	66.7	16	15.7	22	21.6	50.0	50.0	2.9
	2019	102	98	96.1	9	8.8	19	18.6	72	70.6	14	13.7	19	18.6	50.0	50.0	2.0
	2020	82	78	95.1	14	17.1	7	8.5	37	45.1	19	23.2	12	14.6	46.3	53.7	2.4
PK-5	2018	634	587	92.6	74	11.7	62	9.8	241	38.0	62	9.8	203	32.0	53.5	46.5	3.8
	2019	561	541	96.4	67	11.9	58	10.3	219	39.0	58	10.3	165	29.4	52.0	48.0	6.2
	2020	554	530	95.7	65	11.7	60	10.8	173	31.2	60	10.8	152	27.4	51.8	48.2	8.7

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	89	11,061	82	92.8	10,520	95.1	44	49.7	17.8	64	9,830	72.2	88.9
	2019	75	10,918	69	92.3	10,370	95.0	10	13.4	5.7	54	9,637	72.4	88.3
	2020	77	10,874	72	94.0	10,319	94.9	14	18.2	3.8	51	9,815	66.2	90.3
1	2018	81	11,550	76	94.3	11,055	95.7	48	59.2	16.6	56	10,347	69.1	89.6
	2019	92	11,198	86	93.3	10,715	95.7	21	22.9	5.0	66	10,069	72.0	89.9
	2020	86	11,192	82	95.2	10,678	95.4	10	11.6	3.9	67	10,139	77.6	90.6
2	2018	99	11,864	93	93.3	11,398	96.1	44	44.3	15.9	73	10,717	73.5	90.3
	2019	85	11,232	79	92.7	10,781	96.0	11	13.0	4.8	64	10,169	75.5	90.5
	2020	95	11,070	89	94.1	10,616	95.9	12	12.7	3.2	76	10,175	80.4	91.9
3	2018	91	12,536	86	94.7	12,080	96.4	34	37.4	14.4	71	11,431	78.0	91.2
	2019	78	11,452	74	94.4	11,029	96.3	18	23.0	4.6	62	10,478	79.4	91.5
	2020	79	11,093	75	95.3	10,664	96.1	9	11.4	3.5	67	10,181	85.0	91.8
4	2018	95	12,675	90	94.5	12,235	96.5	28	29.4	14.1	78	11,637	82.0	91.8
	2019	88	12,118	84	95.0	11,690	96.5	13	14.7	4.9	73	11,112	82.7	91.7
	2020	80	11,323	76	95.3	10,902	96.3	4	5.0	3.4	67	10,479	84.0	92.5
5	2018	100	12,498	95	94.5	12,078	96.6	11	11.0	6.1	85	11,513	84.8	92.1
	2019	97	12,193	92	94.9	11,779	96.6	15	15.5	4.5	80	11,300	82.5	92.7
	2020	83	11,957	80	95.8	11,518	96.3	8	9.6	3.2	71	11,098	85.4	92.8
KN-5	2018	555	72,186	522	94.0	69,366	96.1	209	37.6	14.0	427	65,475	76.9	90.7
	2019	515	69,110	483	93.8	66,364	96.0	88	17.1	4.9	399	62,765	77.5	90.8
	2020	500	67,509	474	94.9	64,698	95.8	57	11.4	3.5	399	61,887	79.8	91.7

Teachers: 37

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	26	70.3
Hispanic	5	13.5
White	5	13.5
Multiple	0	0.0
Other	1	2.7

Gender	Number	Percentage
Female	27	73.0
Male	10	27.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	8.0	68.2
2018-19	6.2	72.2
2019-20	5.4	78.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	5.4
1	3	8.1
2	0	0.0
3	2	5.4
4	3	8.1
5	4	10.8
1-3	5	13.5
More than 3	30	81.1
1 - 5	12	32.4
6 - 10	5	13.5
11 - 20	11	29.7
More than 20	7	18.9

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (7)	Beginning	4	57.1	4	57.1	7	100.0	7	100.0	4	57.1
	Intermediate	3	42.9	3	42.9	0	0.0	0	0.0	3	42.9
	Advanced	0	0.0	0	0.0	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
2 (8)	Beginning	1	12.5	1	12.5	4	50.0	4	50.0	1	12.5
	Intermediate	4	50.0	6	75.0	3	37.5	2	25.0	5	62.5
	Advanced	0	0.0	1	12.5	0	0.0	1	12.5	2	25.0
	Advanced High	3	37.5	0	0.0	1	12.5	1	12.5	0	0.0
3 (16)	Beginning	0	0.0	2	12.5	3	18.8	2	12.5	1	6.3
	Intermediate	1	6.3	8	50.0	8	50.0	5	31.3	6	37.5
	Advanced	9	56.3	5	31.3	3	18.8	3	18.8	6	37.5
	Advanced High	6	37.5	1	6.3	2	12.5	6	37.5	3	18.8
4 (9)	Beginning	2	22.2	1	11.1	0	0.0	3	33.3	1	11.1
	Intermediate	3	33.3	3	33.3	5	55.6	2	22.2	5	55.6
	Advanced	2	22.2	5	55.6	1	11.1	2	22.2	1	11.1
	Advanced High	2	22.2	0	0.0	3	33.3	2	22.2	2	22.2
5 (11)	Beginning	1	9.1	1	9.1	1	9.1	0	0.0	1	9.1
	Intermediate	2	18.2	3	27.3	2	18.2	3	27.3	1	9.1
	Advanced	4	36.4	5	45.5	2	18.2	2	18.2	3	27.3
	Advanced High	4	36.4	2	18.2	6	54.5	6	54.5	6	54.5

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	-	-	-	
7 4 (57.1%)	Beginning	0			
	Intermediate	3	2		
	Advanced	0	1	1	
	Advanced High	0	0	0	
15 8 (53.3%)	Beginning	0			
	Intermediate	0	6		
	Advanced	0	5	1	
	Advanced High	0	2	1	
8 2 (25.0%)	Beginning	1			
	Intermediate	0	4		
	Advanced	0	0	1	
	Advanced High	0	0	2	
10 7 (70.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	1	2	
	Advanced High	0	0	6	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2020 Level	N	%	N	%	N	%	N	%	N	%
ALL (56)	Beginning	8	14.3	9	16.1	19	33.9	20	35.7	8	14.3
	Intermediate	17	30.4	27	48.2	18	32.1	12	21.4	24	42.9
	Advanced	15	26.8	16	28.6	7	12.5	9	16.1	12	21.4
	Advanced High	16	28.6	4	7.1	12	21.4	15	26.8	12	21.4

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
46 26 (56.5%)	Beginning	2			
	Intermediate	7	13		
	Advanced	0	7	5	
	Advanced High	0	2	10	

 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

73	61.5	70.4			45.2		78.9	
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GRADE 1 READING

59	65.7	79.4			76.3		91.2	
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GRADE 1 READING SPANISH

4	*	*			*		89.5	
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GRADE 2 MATHEMATICS

82	71.5	80.1	77.9		76.8	68.3	76.5	92.3
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GRADE 2 READING

69	63.0	75.4	78.4		68.1	71.0	72.1	91.3
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GRADE 2 READING SPANISH

8	55.6	66.7	85.4		50.0	87.5	75.1	92.0
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GRADE 3 MATHEMATICS

71	60.6	73.7	75.3		64.8	71.8	70.6	90.8
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GRADE 3 MATHEMATICS SPANISH

1	*	*	*		*	*	57.0	*
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GRADE 3 READING

58	44.3	66.6	77.0		43.1	77.6	62.6	88.7
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GRADE 3 READING SPANISH

9	62.8	77.7	83.6		77.8	100.0	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

65	61.0	72.1	77.6		63.1	84.6	68.3	91.7
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GRADE 4 LANGUAGE ARTS SPANISH

3	*	*	*		*	*	68.5	*
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GRADE 4 MATHEMATICS

73	64.6	74.1	78.5		63.0	80.8	71.7	90.4
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GRADE 4 READING

72	48.5	71.9	75.7		66.7	73.6	68.8	92.4
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GRADE 4 READING SPANISH

3	*	*	*		*	*	80.7	*
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GRADE 5 MATHEMATICS

77	82.3	87.0	86.0		87.0	88.3	78.3	91.9
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GRADE 5 READING

76	56.2	78.1	81.7		84.2	86.8	79.5	94.1
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GRADE 5 SCIENCE

76	80.2	82.5	85.5		85.5	97.4	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 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 SCIENCE

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