



School Number 285

**N.W. HARLLEE
EARLY CHILDHOOD CENTER**

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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	99
KN	50
1	47
2	38
ALL	234

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	157	67.1	8	40.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	1	0.4	*	*
Hispanic	68	29.1	7	35.0
White	4	1.7	5	25.0
Multiple	4	1.7	0	0.0
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	42	17.9
Economically disadvantaged	212	90.6
Limited English proficient (LEP)	43	18.4
Special education	14	6.0
Talented and Gifted (TAG)	31	13.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	118	85	72.0	0	0.0	1	0.8	31	26.3	1	0.8	0	0.0
	2019	113	79	69.9	0	0.0	0	0.0	27	23.9	4	3.5	3	2.7
	2020	99	68	68.7	0	0.0	0	0.0	28	28.3	0	0.0	3	3.0
KN	2018	51	37	72.5	0	0.0	0	0.0	12	23.5	1	2.0	1	2.0
	2019	60	41	68.3	0	0.0	1	1.7	14	23.3	3	5.0	1	1.7
	2020	50	33	66.0	0	0.0	0	0.0	15	30.0	1	2.0	1	2.0
1	2018	28	20	71.4	0	0.0	0	0.0	8	28.6	0	0.0	0	0.0
	2019	52	39	75.0	0	0.0	0	0.0	10	19.2	1	1.9	2	3.8
	2020	47	30	63.8	0	0.0	1	2.1	14	29.8	2	4.3	0	0.0
2	2018													
	2019	25	18	72.0	0	0.0	0	0.0	7	28.0	0	0.0	0	0.0
	2020	38	26	68.4	0	0.0	0	0.0	11	28.9	1	2.6	0	0.0
EC,PK,K-2	2018	197	142	72.1	0	0.0	1	0.5	51	25.9	2	1.0	1	0.5
	2019	250	177	70.8	0	0.0	1	0.4	58	23.2	8	3.2	6	2.4
	2020	234	157	67.1	0	0.0	1	0.4	68	29.1	4	1.7	4	1.7

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	118	111	94.1	21	17.8	10	8.5	29	24.6	0	0.0	73	61.9	45.8	54.2	37.3
	2019	113	112	99.1	18	15.9	7	6.2	18	15.9	0	0.0	69	61.1	54.9	45.1	37.2
	2020	99	98	99.0	15	15.2	3	3.0	16	16.2	0	0.0	61	61.6	43.4	56.6	33.3
KN	2018	51	47	92.2	7	13.7	3	5.9	7	13.7	14	27.5	8	15.7	49.0	51.0	0.0
	2019	60	51	85.0	13	21.7	3	5.0	11	18.3	21	35.0	6	10.0	48.3	51.7	0.0
	2020	50	40	80.0	8	16.0	3	6.0	9	18.0	0	0.0	7	14.0	60.0	40.0	0.0
1	2018	28	21	75.0	3	10.7	4	14.3	3	10.7	12	42.9	2	7.1	42.9	57.1	0.0
	2019	52	46	88.5	6	11.5	4	7.7	7	13.5	24	46.2	6	11.5	55.8	44.2	0.0
	2020	47	42	89.4	13	27.7	4	8.5	9	19.1	15	31.9	1	2.1	44.7	55.3	0.0
2	2018																
	2019	25	20	80.0	3	12.0	4	16.0	3	12.0	13	52.0	2	8.0	48.0	52.0	0.0
	2020	38	32	84.2	7	18.4	4	10.5	8	21.1	16	42.1	3	7.9	55.3	44.7	0.0
EC,PK,K-2	2018	197	179	90.9	31	15.7	17	8.6	39	19.8	26	13.2	83	42.1	46.2	53.8	22.3
	2019	250	229	91.6	40	16.0	18	7.2	39	15.6	58	23.2	83	33.2	52.8	47.2	16.8
	2020	234	212	90.6	43	18.4	14	6.0	42	17.9	31	13.2	72	30.8	49.1	50.9	14.1

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	52	11,061	50	94.8	10,520	95.1	3	5.7	17.8	46	9,830	87.9	88.9
	2019	58	10,918	55	94.6	10,370	95.0	0	0.0	5.7	54	9,637	92.6	88.3
	2020	52	10,874	49	93.5	10,319	94.9	1	1.9	3.8	48	9,815	92.2	90.3
1	2018	29	11,550	27	94.4	11,055	95.7	0	0.0	16.6	26	10,347	90.9	89.6
	2019	49	11,198	47	95.4	10,715	95.7	1	2.0	5.0	46	10,069	93.1	89.9
	2020	49	11,192	47	95.0	10,678	95.4	0	0.0	3.9	46	10,139	93.1	90.6
2	2018		11,864			11,398	96.1			15.9		10,717		90.3
	2019	25	11,232	24	95.9	10,781	96.0	0	0.0	4.8	24	10,169	97.5	90.5
	2020	39	11,070	38	98.7	10,616	95.9	1	2.6	3.2	38	10,175	97.5	91.9
EC,PK,K-2	2018	81	34,476	77	94.6	32,972	95.6	3	3.7	16.7	72	30,894	89.0	89.6
	2019	132	33,347	126	95.1	31,866	95.6	1	0.8	5.2	124	29,875	93.7	89.6
	2020	140	33,135	134	95.5	31,614	95.4	2	1.4	3.7	132	30,129	94.0	90.9

Teachers: 20

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	8	40.0
Hispanic	7	35.0
White	5	25.0
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	19	95.0
Male	1	5.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.8	90.0
2018-19	4.8	100.0
2019-20	4.7	83.3

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	10.0
1	2	10.0
2	1	5.0
3	2	10.0
4	0	0.0
5	2	10.0
1-3	5	25.0
More than 3	13	65.0
1 - 5	7	35.0
6 - 10	5	25.0
11 - 20	4	20.0
More than 20	2	10.0

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (8)	Beginning	0	0.0	0	0.0	2	25.0	2	25.0	0	0.0
	Intermediate	2	25.0	1	12.5	0	0.0	0	0.0	2	25.0
	Advanced	0	0.0	4	50.0	1	12.5	1	12.5	1	12.5
	Advanced High	6	75.0	3	37.5	5	62.5	5	62.5	5	62.5
1 (13)	Beginning	0	0.0	2	15.4	10	76.9	10	76.9	2	15.4
	Intermediate	2	15.4	3	23.1	2	15.4	0	0.0	8	61.5
	Advanced	2	15.4	0	0.0	0	0.0	1	7.7	2	15.4
	Advanced High	9	69.2	8	61.5	1	7.7	2	15.4	1	7.7
2 (7)	Beginning	0	0.0	0	0.0	2	28.6	2	28.6	0	0.0
	Intermediate	2	28.6	5	71.4	4	57.1	4	57.1	4	57.1
	Advanced	5	71.4	2	28.6	0	0.0	1	14.3	3	42.9
	Advanced High	0	0.0	0	0.0	1	14.3	0	0.0	0	0.0
ALL (28)	Beginning	0	0.0	2	7.1	14	50.0	14	50.0	2	7.1
	Intermediate	6	21.4	9	32.1	6	21.4	4	14.3	14	50.0
	Advanced	7	25.0	6	21.4	1	3.6	3	10.7	6	21.4
	Advanced High	15	53.6	11	39.3	7	25.0	7	25.0	6	21.4

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	-	-	-	
13 4 (30.8%)	Beginning	2			
	Intermediate	2	6		
	Advanced	1	0	1	
	Advanced High	0	0	1	
7 2 (28.6%)	Beginning	0			
	Intermediate	1	3		
	Advanced	0	1	2	
	Advanced High	0	0	0	
20 6 (30.0%)	Beginning	2			
	Intermediate	3	9		
	Advanced	1	1	3	
	Advanced High	0	0	1	

■ 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

48	86.7	89.8			91.7		78.9	
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GRADE 1 READING

33	89.8	93.9			100.0		91.2	
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GRADE 1 READING SPANISH

15	71.0	80.7			86.7		89.5	
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GRADE 2 MATHEMATICS

36	70.0	79.1	88.1		75.0	97.2	76.5	92.3
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GRADE 2 READING

29	68.4	79.0	87.4		82.8	100.0	72.1	91.3
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GRADE 2 READING SPANISH

7	67.9	75.9	82.0		85.7	85.7	75.1	92.0
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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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