



DATA PACKET 2021-22

EVALUATION AND ASSESSMENT
OFFICE OF INSTITUTIONAL RESEARCH
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AUGUST 4, 2021

SCHOOL
NUMBER 285

N.W. HARLLEE
EARLY CHILDHOOD CENTER

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2020-21 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 2020-21. They are counted as new if not enrolled in a district campus before the last day of the 2019-20 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 2019-20 and 2020-21.

ATTENDANCE

- Statistics are based on student attendance through the end of the school year.
- “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.

STATE COMPENSATORY EDUCATION (SCE) COMPLIANCE and NWEA'S MAP GROWTH

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are based on demographic data in the Dallas ISD student database.
- The district began using NWEA's MAP GROWTH assessment in 2019-20. Due to the COVID-19 emergency closure in Spring 2020, the first year in which Spring results are available is 2020-21.
- Statistics for the SCE Compliance report will be based on results from both English and Spanish assessments when those statistics are available.

TELPAS

- 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 2021, the TEA does not differentiate between the Advanced and Advanced High levels from 2020.

STUDENT ENROLLMENT

Grade	Enrollment
PK	76
KN	44
1	36
2	41
ALL	197

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	124	62.9	10	47.6
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	1	0.5	*	*
Hispanic	60	30.5	8	38.1
White	2	1.0	2	9.5
Multiple	10	5.1	1	4.8
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	46	23.4
Economically disadvantaged	163	82.7
Limited English proficient (LEP)	37	18.8
Special education	13	6.6
Talented and Gifted (TAG)	41	20.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	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
	2021	76	48	63.2	0	0.0	0	0.0	21	27.6	1	1.3	6	7.9
KN	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
	2021	44	27	61.4	0	0.0	0	0.0	14	31.8	0	0.0	3	6.8
1	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
	2021	36	22	61.1	0	0.0	0	0.0	12	33.3	1	2.8	1	2.8
2	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
	2021	41	27	65.9	0	0.0	1	2.4	13	31.7	0	0.0	0	0.0
EC,PK,K-2	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
	2021	197	124	62.9	0	0.0	1	0.5	60	30.5	2	1.0	10	5.1

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	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
	2021	76	63	82.9	12	15.8	7	9.2	17	22.4	0	0.0	44	57.9	51.3	48.7	44.7
KN	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
	2021	44	38	86.4	8	18.2	1	2.3	9	20.5	13	29.5	4	9.1	40.9	59.1	0.0
1	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
	2021	36	25	69.4	6	16.7	2	5.6	8	22.2	11	30.6	2	5.6	63.9	36.1	0.0
2	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
	2021	41	37	90.2	11	26.8	3	7.3	12	29.3	17	41.5	0	0.0	46.3	53.7	0.0
EC,PK,K-2	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
	2021	197	163	82.7	37	18.8	13	6.6	46	23.4	41	20.8	50	25.4	50.3	49.7	17.3

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	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
	2021	45	10,216	44	97.9	10,002	97.9	2	4.5	4.7	41	9,094	92.0	89.0
1	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
	2021	39	10,568	38	97.6	10,378	98.2	3	7.7	4.0	36	9,515	92.0	90.0
2	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
	2021	42	10,574	42	99.8	10,394	98.3	2	4.7	3.8	42	9,653	99.1	91.3
EC,PK,K-2	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
	2021	126	31,358	124	98.5	30,774	98.1	7	5.6	4.2	119	28,262	94.4	90.1

Teachers: 21

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	10	47.6
Hispanic	8	38.1
White	2	9.5
Multiple	1	4.8
Other	0	0.0

Gender	Number	Percentage
Female	17	81.0
Male	4	19.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2018-19	4.8	100.0
2019-20	4.9	83.3
2020-21	5.6	40.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	14.3
1	2	9.5
2	6	28.6
3	0	0.0
4	1	4.8
5	1	4.8
1-3	8	38.1
More than 3	10	47.6
1 - 5	10	47.6
6 - 10	2	9.5
11 - 20	3	14.3
More than 20	3	14.3

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
1	2019													
	2020												52.8	
	2021	*	54.5	25.0	*	*	16.7	12.5				42.1	48.4	38
K-1	2019													
	2020												45.3	
	2021	*	54.5	25.0	*	*	16.7	12.5				42.1	49.4	38
# Tested (GR K-1)	2019													
	2020												1,278	
	2021	1	22	12	2	2	6	8				38	5,754	
2	2019													
	2020	*	26.9	50.0	31.0	*	*	*				33.3	36.3	33
	2021	*	40.7	36.4		*	36.4	33.3				42.5	48.4	40
# Tested (GR 2)	2019													
	2020	1	26	6	29	3	2	3				33	6,363	
	2021	1	27	11		2	11	12				40	5,792	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
1	2019													
	2020												87	0
	2021	*	5	0	*	*	0	0				5	1,162	38
K-1	2019													
	2020												201	0
	2021	*	5	0	*	*	0	0				5	1,277	38
# Tested (GR K-1)	2019													
	2020												1,278	
	2021	1	22	12	2	2	6	8				38	5,754	
2	2019													
	2020	*	2	1	2	*	*	*				4	658	33
	2021	*	4	1		*	2	2				7	1,359	40
# Tested (GR 2)	2019													
	2020	1	26	6	29	3	2	3				33	6,363	
	2021	1	27	11		2	11	12				40	5,792	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2019													
	2020													
	2021		59.3	42.9		*	25.0	22.2				56.8	57.1	44
1	2019													
	2020													
	2021	*	57.1	33.3		*	33.3	25.0				48.6	46.7	35
K-1	2019													
	2020													
	2021	*	58.3	38.5		*	28.6	23.5				53.2	51.7	79
# Tested (GR K-1)	2019													
	2020													
	2021	1	48	26		4	14	17				79	10,412	
2	2019													
	2020													
	2021		48.1	38.5		*	27.3	33.3				46.3	49.7	41
# Tested (GR 2)	2019													
	2020													
	2021		27	13		3	11	12				41	6,004	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2019													
	2020													0
	2021		4	0		*	0	0				5	1,120	44
1	2019													
	2020													0
	2021	*	1	0		*	0	0				1	934	35
K-1	2019													
	2020													0
	2021	*	5	0		*	0	0				6	2,054	79
# Tested (GR K-1)	2019													
	2020													
	2021	1	48	26		4	14	17				79	10,412	
2	2019													
	2020													0
	2021		3	2		*	1	1				6	1,149	41
# Tested (GR 2)	2019													
	2020													
	2021		27	13		3	11	12				41	6,004	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
1	2019													
	2020												57.9	
	2021	*	59.1	41.7	*	*	33.3	37.5				50.0	52.9	38
K-1	2019													
	2020												56.2	
	2021	*	59.1	41.7	*	*	33.3	37.5				50.0	53.5	38
# Tested (GR K-1)	2019													
	2020												2,297	
	2021	1	22	12	2	2	6	8				38	10,304	
2	2019													
	2020	*	38.5	45.5	37.5	*	28.6	37.5				42.1	43.0	38
	2021	*	44.4	46.2		*	50.0	53.8				47.6	46.7	42
# Tested (GR 2)	2019													
	2020	1	26	11	32	4	7	8				38	9,710	
	2021	1	27	13		3	12	13				42	9,688	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
1	2019													
	2020												166	
	2021	*	4	0	*	*	0	0				5	1,950	38
K-1	2019													
	2020												525	
	2021	*	4	0	*	*	0	0				5	2,117	38
# Tested (GR K-1)	2019													
	2020												2,297	
	2021	1	22	12	2	2	6	8				38	10,304	
2	2019													
	2020	*	1	0	0	*	0	0				1	687	38
	2021	*	1	2		*	2	2				4	1,397	42
# Tested (GR 2)	2019													
	2020	1	26	11	32	4	7	8				38	9,710	
	2021	1	27	13		3	12	13				42	9,688	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2019													
	2020													
	2021		81.5	92.9		*	100.0	100.0				84.1	62.3	44
1	2019													
	2020													
	2021	*	81.0	66.7		*	66.7	62.5				74.3	54.3	35
K-1	2019													
	2020													
	2021	*	81.3	80.8		*	85.7	82.4				79.7	58.2	79
# Tested (GR K-1)	2019													
	2020													
	2021	1	48	26		4	14	17				79	19,324	
2	2019													
	2020													
	2021		48.1	53.8		*	45.5	50.0				51.2	45.4	41
# Tested (GR 2)	2019													
	2020													
	2021		27	13		3	11	12				41	9,836	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2019													
	2020													
	2021		9	1		*	1	1				11	2,140	44
1	2019													
	2020													
	2021	*	6	1		*	1	1				8	1,882	35
K-1	2019													
	2020													
	2021	*	15	2		*	2	2				19	4,022	79
# Tested (GR K-1)	2019													
	2020													
	2021	1	48	26		4	14	17				79	19,324	
2	2019													
	2020													
	2021		2	1		*	1	1				4	1,182	41
# Tested (GR 2)	2019													
	2020													
	2021		27	13		3	11	12				41	9,836	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
1	2019													
	2020													
	2021	*	*	0.0			*	*				9.1	65.2	11
K-1	2019													
	2020													
	2021	*	*	0.0			*	*				9.1	64.9	11
# Tested (GR K-1)	2019													
	2020													
	2021	1	4	6			4	5				11	4,901	
2	2019													
	2020													
	2021	*	*	44.4		*	44.4	44.4				54.5	61.5	11
# Tested (GR 2)	2019													
	2020													
	2021	1	1	9		1	9	9				11	4,772	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
1	2019													
	2020													0
	2021	*	*	0			*	*				0	1,275	11
K-1	2019													
	2020													0
	2021	*	*	0			*	*				0	1,327	11
# Tested (GR K-1)	2019													
	2020													
	2021	1	4	6			4	5				11	4,901	
2	2019													
	2020													0
	2021	*	*	0		*	1	1				1	1,204	11
# Tested (GR 2)	2019													
	2020													
	2021	1	1	9		1	9	9				11	4,772	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2019													
	2020													
	2021		*	50.0		*	62.5	62.5				41.7	55.8	12
1	2019													
	2020													
	2021	*	*	14.3			*	*				7.7	57.6	13
K-1	2019													
	2020													
	2021	*	0.0	35.3		*	50.0	46.2				24.0	56.7	25
# Tested (GR K-1)	2019													
	2020													
	2021	1	7	17		1	12	13				25	9,529	
2	2019													
	2020													
	2021		*	30.0		*	22.2	22.2				25.0	54.2	12
# Tested (GR 2)	2019													
	2020													
	2021		2	10		1	9	9				12	4,788	

NUMBER AT OR ABOVE THE 80th PERCENTILE


Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2019													
	2020													0
	2021		*	0		*	0	0				0	602	12
1	2019													
	2020													0
	2021	*	*	0			*	*				0	840	13
K-1	2019													
	2020													0
	2021	*	0	0		*	0	0				0	1,442	25
# Tested (GR K-1)	2019													
	2020													
	2021	1	7	17		1	12	13				25	9,529	
2	2019													
	2020													0
	2021		*	0		*	0	0				0	816	12
# Tested (GR 2)	2019													
	2020													
	2021		2	10		1	9	9				12	4,788	

PERFORMANCE IN 2021

Grade 2020-21	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2021 Level	N	%	N	%	N	%	N	%	N	%
KN (6)	Beginning	0	0.0	0	0.0	3	50.0	3	50.0	0	0.0
	Intermediate	1	16.7	1	16.7	3	50.0	3	50.0	3	50.0
	Advanced	2	33.3	2	33.3	0	0.0	0	0.0	3	50.0
	Advanced High	3	50.0	3	50.0	0	0.0	0	0.0	0	0.0
1 (6)	Beginning	0	0.0	0	0.0	5	83.3	4	66.7	0	0.0
	Intermediate	0	0.0	1	16.7	1	16.7	2	33.3	5	83.3
	Advanced	6	100.0	5	83.3	0	0.0	0	0.0	1	16.7
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (12)	Beginning	2	16.7	2	16.7	6	50.0	7	58.3	2	16.7
	Intermediate	2	16.7	8	66.7	4	33.3	2	16.7	7	58.3
	Advanced	5	41.7	1	8.3	1	8.3	2	16.7	2	16.7
	Advanced High	3	25.0	1	8.3	1	8.3	1	8.3	1	8.3
ALL (24)	Beginning	2	8.3	2	8.3	14	58.3	14	58.3	2	8.3
	Intermediate	3	12.5	10	41.7	8	33.3	7	29.2	15	62.5
	Advanced	13	54.2	8	33.3	1	4.2	2	8.3	6	25.0
	Advanced High	6	25.0	4	16.7	1	4.2	1	4.2	1	4.2

PROGRESSION FROM 2020 TO 2021

Number Rated Both Years		2020 Level			
N (%) Progressed	2021 Level	Beg	Int	Adv	Adv High
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
6 0 (0.0%)	Beginning	0			
	Intermediate	0	5		
	Advanced	0	0	1	
	Advanced High	0	0	0	
12 3 (25.0%)	Beginning	2			
	Intermediate	2	5		
	Advanced	0	0	2	
	Advanced High	0	0	1	
18 3 (16.7%)	Beginning	2			
	Intermediate	2	10		
	Advanced	0	0	3	
	Advanced High	0	0	1	

 Indicates students who progressed at least one level from 2020 to 2021.