Campus Data Packet for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 159

L.L. HOTCHKISS ELEMENTARY SCHOOL

STUDENTS AND STAFF

ENGLISH PROFICIENCY

LOCAL ASSESSMENT

Mask image designed by Freepik http://www.freepik.com

L.L. HOTCHKISS ELEMENTARY SCHOOL (159)   **2**

September 3, 2020   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_CONTENTS   2020-21 Data Packet

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	103
KN	100
1	96
2	102
3	110
4	92
5	90
ALL	693

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	214	30.9	8	17.4
American Indian/Alaska Native	1	0.1	*	*
Asian/Hawaiian/Pacific Islander	38	5.5	*	*
Hispanic	393	56.7	20	43.5
White	16	2.3	14	30.4
Multiple	31	4.5	1	2.2
Other* (teachers only)	—	—	3	6.5
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indican/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	447	64.5
Economically disadvantaged	668	96.4
Limited English proficient (LEP)	419	60.5
Special education	67	9.7
Talented and Gifted (TAG)	101	14.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	90	26	28.9	0	0.0	10	11.1	51	56.7	3	3.3	0	0.0
	2019	82	26	31.7	0	0.0	8	9.8	41	50.0	4	4.9	3	3.7
	2020	103	30	29.1	0	0.0	9	8.7	58	56.3	3	2.9	3	2.9
KN	2018	110	43	39.1	1	0.9	12	10.9	50	45.5	4	3.6	0	0.0
	2019	100	33	33.0	1	1.0	11	11.0	53	53.0	1	1.0	1	1.0
	2020	100	34	34.0	0	0.0	5	5.0	48	48.0	5	5.0	8	8.0
1	2018	108	34	31.5	0	0.0	14	13.0	56	51.9	3	2.8	1	0.9
	2019	109	34	31.2	1	0.9	14	12.8	57	52.3	1	0.9	2	1.8
	2020	96	30	31.3	0	0.0	8	8.3	52	54.2	3	3.1	3	3.1
2	2018	123	44	35.8	0	0.0	7	5.7	66	53.7	5	4.1	1	0.8
	2019	103	31	30.1	0	0.0	11	10.7	58	56.3	2	1.9	1	1.0
	2020	102	30	29.4	1	1.0	8	7.8	55	53.9	1	1.0	7	6.9
3	2018	110	36	32.7	0	0.0	9	8.2	61	55.5	3	2.7	1	0.9
	2019	105	39	37.1	0	0.0	1	1.0	63	60.0	2	1.9	0	0.0
	2020	110	29	26.4	0	0.0	4	3.6	70	63.6	2	1.8	5	4.5
4	2018	117	37	31.6	0	0.0	5	4.3	73	62.4	2	1.7	0	0.0
	2019	102	32	31.4	0	0.0	6	5.9	59	57.8	3	2.9	2	2.0
	2020	92	33	35.9	0	0.0	0	0.0	56	60.9	1	1.1	2	2.2
5	2018	81	32	39.5	0	0.0	6	7.4	42	51.9	1	1.2	0	0.0
	2019	106	37	34.9	0	0.0	4	3.8	63	59.4	2	1.9	0	0.0
	2020	90	28	31.1	0	0.0	4	4.4	54	60.0	1	1.1	3	3.3
PK-5	2018	739	252	34.1	1	0.1	63	8.5	399	54.0	21	2.8	3	0.4
	2019	707	232	32.8	2	0.3	55	7.8	394	55.7	15	2.1	9	1.3
	2020	693	214	30.9	1	0.1	38	5.5	393	56.7	16	2.3	31	4.5

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	90	89	98.9	64	71.1	1	1.1	65	72.2	0	0.0	84	93.3	51.1	48.9	6.7
	2019	82	81	98.8	44	53.7	1	1.2	1	1.2	0	0.0	81	98.8	65.9	34.1	1.2
	2020	103	103	100.0	62	60.2	1	1.0	64	62.1	0	0.0	98	95.1	57.3	42.7	3.9
KN	2018	110	105	95.5	66	60.0	4	3.6	67	60.9	4	3.6	31	28.2	50.9	49.1	0.0
	2019	100	97	97.0	63	63.0	2	2.0	44	44.0	7	7.0	36	36.0	48.0	52.0	0.0
	2020	100	95	95.0	52	52.0	7	7.0	50	50.0	14	14.0	30	30.0	60.0	40.0	1.0
1	2018	108	107	99.1	73	67.6	6	5.6	74	68.5	4	3.7	8	7.4	48.1	51.9	0.0
	2019	109	102	93.6	66	60.6	6	5.5	60	55.0	6	5.5	18	16.5	45.0	55.0	0.0
	2020	96	92	95.8	64	66.7	9	9.4	65	67.7	8	8.3	10	10.4	47.9	52.1	3.1
2	2018	123	120	97.6	64	52.0	11	8.9	65	52.8	16	13.0	13	10.6	46.3	53.7	0.8
	2019	103	100	97.1	71	68.9	12	11.7	70	68.0	11	10.7	13	12.6	52.4	47.6	1.0
	2020	102	97	95.1	60	58.8	10	9.8	61	59.8	19	18.6	14	13.7	49.0	51.0	2.9
3	2018	110	108	98.2	70	63.6	9	8.2	69	62.7	13	11.8	9	8.2	51.8	48.2	0.0
	2019	105	103	98.1	59	56.2	12	11.4	55	52.4	14	13.3	11	10.5	46.7	53.3	0.0
	2020	110	102	92.7	72	65.5	9	8.2	72	65.5	19	17.3	15	13.6	52.7	47.3	4.5
4	2018	117	114	97.4	73	62.4	17	14.5	96	82.1	18	15.4	7	6.0	44.4	55.6	0.0
	2019	102	98	96.1	65	63.7	14	13.7	78	76.5	21	20.6	11	10.8	52.9	47.1	0.0
	2020	92	92	100.0	51	55.4	17	18.5	69	75.0	20	21.7	9	9.8	45.7	54.3	1.1
5	2018	81	81	100.0	47	58.0	11	13.6	65	80.2	11	13.6	13	16.0	53.1	46.9	3.7
	2019	106	104	98.1	63	59.4	16	15.1	86	81.1	18	17.0	10	9.4	51.9	48.1	0.0
	2020	90	87	96.7	58	64.4	14	15.6	66	73.3	21	23.3	11	12.2	52.2	47.8	1.1
PK-5	2018	739	724	98.0	457	61.8	59	8.0	501	67.8	66	8.9	165	22.3	49.1	50.9	1.4
	2019	707	685	96.9	431	61.0	63	8.9	394	55.7	77	10.9	180	25.5	51.3	48.7	0.3
	2020	693	668	96.4	419	60.5	67	9.7	447	64.5	101	14.6	187	27.0	52.2	47.8	2.6

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	112	11,061	107	95.4	10,520	95.1	29	25.8	17.8	95	9,830	84.6	88.9
	2019	100	10,918	94	94.5	10,370	95.0	5	5.0	5.7	83	9,637	83.1	88.3
	2020	101	10,874	96	95.0	10,319	94.9	5	5.0	3.8	85	9,815	84.5	90.3
1	2018	112	11,550	108	97.0	11,055	95.7	20	17.9	16.6	100	10,347	89.4	89.6
	2019	111	11,198	106	96.0	10,715	95.7	5	4.5	5.0	97	10,069	87.7	89.9
	2020	102	11,192	97	95.6	10,678	95.4	8	7.9	3.9	86	10,139	84.7	90.6
2	2018	119	11,864	114	95.7	11,398	96.1	26	21.8	15.9	100	10,717	83.8	90.3
	2019	100	11,232	97	96.8	10,781	96.0	6	6.0	4.8	88	10,169	87.7	90.5
	2020	101	11,070	97	96.3	10,616	95.9	3	3.0	3.2	93	10,175	92.4	91.9
3	2018	112	12,536	110	97.7	12,080	96.4	15	13.4	14.4	105	11,431	93.5	91.2
	2019	108	11,452	104	96.3	11,029	96.3	9	8.3	4.6	91	10,478	84.3	91.5
	2020	106	11,093	102	96.1	10,664	96.1	5	4.7	3.5	96	10,181	90.3	91.8
4	2018	122	12,675	119	97.5	12,235	96.5	10	8.2	14.1	114	11,637	93.1	91.8
	2019	105	12,118	102	97.2	11,690	96.5	6	5.7	4.9	98	11,112	93.5	91.7
	2020	96	11,323	92	95.7	10,902	96.3	5	5.2	3.4	83	10,479	86.1	92.5
5	2018	81	12,498	79	97.3	12,078	96.6	5	6.2	6.1	69	11,513	85.1	92.1
	2019	106	12,193	103	96.9	11,779	96.6	7	6.6	4.5	99	11,300	93.2	92.7
	2020	92	11,957	89	96.7	11,518	96.3	5	5.4	3.2	83	11,098	90.1	92.8
KN-5	2018	659	72,186	638	96.7	69,366	96.1	105	15.9	14.0	583	65,475	88.4	90.7
	2019	630	69,110	606	96.3	66,364	96.0	38	6.0	4.9	556	62,765	88.3	90.8
	2020	598	67,509	573	95.9	64,698	95.8	31	5.2	3.5	526	61,887	88.0	91.7

Teachers: 46

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	8	17.4
Hispanic	20	43.5
White	14	30.4
Multiple	1	2.2
Other	3	6.5

Gender	Number	Percentage
Female	37	80.4
Male	9	19.6

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.7	63.8
2018-19	5.3	16.3
2019-20	4.1	77.3

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	6	13.0
1	7	15.2
2	4	8.7
3	3	6.5
4	1	2.2
5	5	10.9
1-3	14	30.4
More than 3	26	56.5
1 - 5	20	43.5
6 - 10	6	13.0
11 - 20	9	19.6
More than 20	5	10.9

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (53)	Beginning	19	35.8	26	49.1	39	73.6	36	67.9	27	50.9
	Intermediate	18	34.0	13	24.5	5	9.4	6	11.3	12	22.6
	Advanced	15	28.3	12	22.6	6	11.3	10	18.9	13	24.5
	Advanced High	1	1.9	2	3.8	3	5.7	1	1.9	1	1.9
1 (62)	Beginning	14	22.6	20	32.3	42	67.7	40	64.5	19	30.6
	Intermediate	30	48.4	29	46.8	10	16.1	9	14.5	28	45.2
	Advanced	9	14.5	4	6.5	7	11.3	8	12.9	8	12.9
	Advanced High	9	14.5	9	14.5	3	4.8	5	8.1	7	11.3
2 (59)	Beginning	3	6.0	11	22.0	30	50.8	18	35.3	6	12.0
	Intermediate	20	40.0	31	62.0	24	40.7	18	35.3	34	68.0
	Advanced	19	38.0	7	14.0	3	5.1	13	25.5	9	18.0
	Advanced High	8	16.0	1	2.0	2	3.4	2	3.9	1	2.0
3 (70)	Beginning	3	4.5	5	7.5	19	27.5	15	22.4	4	6.1
	Intermediate	9	13.4	33	49.3	27	39.1	24	35.8	28	42.4
	Advanced	28	41.8	18	26.9	16	23.2	9	13.4	26	39.4
	Advanced High	27	40.3	11	16.4	7	10.1	19	28.4	8	12.1
4 (52)	Beginning	6	12.0	7	14.0	6	12.0	11	22.4	3	6.3
	Intermediate	27	54.0	26	52.0	8	16.0	22	44.9	22	45.8
	Advanced	12	24.0	16	32.0	17	34.0	8	16.3	19	39.6
	Advanced High	5	10.0	1	2.0	19	38.0	8	16.3	4	8.3

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years / N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
— / —	Beginning	–			
	Intermediate	–		–	
	Advanced	–	–		–
	Advanced High	–	–		–
58 / **28 (48.3%)**	Beginning	16			
	Intermediate	18	10		
	Advanced	0	3	4	
	Advanced High	0	2	5	
53 / **11 (20.8%)**	Beginning	3			
	Intermediate	6	26		
	Advanced	0	4	4	
	Advanced High	0	0	1	
64 / **26 (40.6%)**	Beginning	2			
	Intermediate	4	22		
	Advanced	0	14	10	
	Advanced High	0	2	6	
49 / **13 (26.5%)**	Beginning	1			
	Intermediate	2	19		
	Advanced	0	7	12	
	Advanced High	0	0	4	

L.L. HOTCHKISS ELEMENTARY SCHOOL (159)   **10**

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (59)	Beginning	10	17.5	10	17.5	5	8.5	9	15.8	4	7.0
	Intermediate	16	28.1	20	35.1	20	33.9	15	26.3	20	35.1
	Advanced	18	31.6	20	35.1	25	42.4	14	24.6	24	42.1
	Advanced High	13	22.8	7	12.3	9	15.3	19	33.3	9	15.8
ALL (355)	Beginning	55	16.2	79	23.3	141	40.1	129	38.1	63	18.8
	Intermediate	120	35.4	152	44.8	94	26.7	94	27.7	144	42.9
	Advanced	101	29.8	77	22.7	74	21.0	62	18.3	99	29.5
	Advanced High	63	18.6	31	9.1	43	12.2	54	15.9	30	8.9

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
54 16 (29.6%)	Beginning		3		
	Intermediate	3		15	
	Advanced	0	4		19
	Advanced High	0	0		9
279 95 (34.1%)	Beginning		25		
	Intermediate	33		92	
	Advanced	1	32		49
	Advanced High	0	4		25

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

Elementary School Exams

GRADE 1 MATHEMATICS

97	70.0	76.9			64.9		78.9	

GRADE 1 READING

45	68.8	81.3			84.4		91.2	

GRADE 1 READING SPANISH

49	75.6	83.7			83.7		89.5	

GRADE 2 MATHEMATICS

86	72.9	81.1	80.6		81.4	88.4	76.5	92.3

GRADE 2 READING

45	70.0	80.0	82.0		77.8	95.6	72.1	91.3

GRADE 2 READING SPANISH

45	74.2	80.7	78.5		86.7	86.7	75.1	92.0

GRADE 3 MATHEMATICS

91	68.2	78.8	85.0		78.0	94.5	70.6	90.8

GRADE 3 READING

39	63.2	77.9	81.7		76.9	94.9	62.6	88.7

GRADE 3 READING SPANISH

51	55.0	73.0	77.3		72.5	84.3	57.7	88.7

GRADE 4 LANGUAGE ARTS

42	57.1	69.4	78.3		54.8	95.2	68.3	91.7

SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

GRADE 1 MATHEMATICS

(no data)

GRADE 1 READING

(no data)

GRADE 1 READING SPANISH

(no data)

GRADE 2 MATHEMATICS

(no data)

GRADE 2 READING

(no data)

GRADE 2 READING SPANISH

(no data)

GRADE 3 MATHEMATICS

(no data)

GRADE 3 READING

(no data)

GRADE 3 READING SPANISH

(no data)

GRADE 4 LANGUAGE ARTS

(no data)

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

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
44	68.6	73.8	79.2		70.5	84.1	68.5	91.9

GRADE 4 MATHEMATICS

86	65.9	75.1	78.9		67.4	83.7	71.7	90.4

GRADE 4 MATHEMATICS SPANISH

3	*	*	*		*	*	50.4	*

GRADE 4 READING

41	45.5	70.3	79.2		56.1	97.6	68.8	92.4

GRADE 4 READING SPANISH

44	70.3	80.2	79.2		84.1	84.1	80.7	91.8

GRADE 5 MATHEMATICS

79	74.3	81.2	82.9		82.3	89.9	78.3	91.9

GRADE 5 MATHEMATICS SPANISH

3	*	*	*		*	*	56.2	*

GRADE 5 READING

36	48.9	74.4	80.6		75.0	91.7	79.5	94.1

GRADE 5 READING SPANISH

46	66.9	75.8	84.4		71.7	89.1	79.8	94.9

GRADE 5 SCIENCE

75	76.8	79.6	84.0		78.7	100.0	76.5	95.9

GRADE 5 SCIENCE SPANISH

5	*	*	*		*	*	73.2	*

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

GRADE 4 MATHEMATICS

GRADE 4 MATHEMATICS SPANISH

GRADE 4 READING

GRADE 4 READING SPANISH

GRADE 5 MATHEMATICS

GRADE 5 MATHEMATICS SPANISH

GRADE 5 READING

GRADE 5 READING SPANISH

GRADE 5 SCIENCE

GRADE 5 SCIENCE SPANISH