



School Number 162

MOCKINGBIRD 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
KN	142
1	120
2	123
3	107
4	113
5	94
ALL	699

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	47	6.7	5	11.1
American Indian/Alaska Native	1	0.1	*	*
Asian/Hawaiian/Pacific Islander	30	4.3	*	*
Hispanic	178	25.5	9	20.0
White	363	51.9	30	66.7
Multiple	79	11.3	1	2.2
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	101	14.4
Economically disadvantaged	136	19.5
Limited English proficient (LEP)	70	10.0
Special education	67	9.6
Talented and Gifted (TAG)	110	15.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
KN	2018	122	3	2.5	2	1.6	10	8.2	26	21.3	79	64.8	2	1.6
	2019	130	3	2.3	4	3.1	9	6.9	26	20.0	69	53.1	18	13.8
	2020	142	13	9.2	0	0.0	11	7.7	25	17.6	78	54.9	14	9.9
1	2018	113	8	7.1	0	0.0	7	6.2	27	23.9	65	57.5	5	4.4
	2019	126	5	4.0	2	1.6	9	7.1	31	24.6	71	56.3	8	6.3
	2020	120	2	1.7	1	0.8	2	1.7	26	21.7	65	54.2	24	20.0
2	2018	122	5	4.1	0	0.0	6	4.9	26	21.3	79	64.8	6	4.9
	2019	110	8	7.3	0	0.0	5	4.5	28	25.5	60	54.5	9	8.2
	2020	123	4	3.3	0	0.0	9	7.3	31	25.2	70	56.9	9	7.3
3	2018	114	7	6.1	0	0.0	4	3.5	26	22.8	70	61.4	7	6.1
	2019	117	10	8.5	1	0.9	3	2.6	25	21.4	67	57.3	11	9.4
	2020	107	8	7.5	0	0.0	4	3.7	33	30.8	52	48.6	10	9.3
4	2018	88	8	9.1	0	0.0	6	6.8	26	29.5	45	51.1	3	3.4
	2019	98	10	10.2	0	0.0	3	3.1	32	32.7	48	49.0	5	5.1
	2020	113	10	8.8	0	0.0	2	1.8	29	25.7	56	49.6	16	14.2
5	2018	86	8	9.3	0	0.0	3	3.5	32	37.2	38	44.2	5	5.8
	2019	84	10	11.9	0	0.0	3	3.6	23	27.4	41	48.8	7	8.3
	2020	94	10	10.6	0	0.0	2	2.1	34	36.2	42	44.7	6	6.4
KN-5	2018	645	39	6.0	2	0.3	36	5.6	163	25.3	376	58.3	28	4.3
	2019	665	46	6.9	7	1.1	32	4.8	165	24.8	356	53.5	58	8.7
	2020	699	47	6.7	1	0.1	30	4.3	178	25.5	363	51.9	79	11.3

Enroll (2)

Enrollment Statistics by Select Student Group

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	
KN	2018	122	17	13.9	14	11.5	12	9.8	19	15.6	7	5.7	109	89.3	46.7	53.3	2.5
	2019	130	26	20.0	6	4.6	20	15.4	3	2.3	3	2.3	115	88.5	53.8	46.2	1.5
	2020	142	18	12.7	17	12.0	7	4.9	15	10.6	7	4.9	124	87.3	53.5	46.5	2.1
1	2018	113	19	16.8	14	12.4	14	12.4	18	15.9	18	15.9	16	14.2	52.2	47.8	0.9
	2019	126	28	22.2	19	15.1	12	9.5	22	17.5	15	11.9	13	10.3	47.6	52.4	1.6
	2020	120	16	13.3	2	1.7	11	9.2	3	2.5	20	16.7	16	13.3	50.8	49.2	0.0
2	2018	122	19	15.6	11	9.0	12	9.8	18	14.8	19	15.6	11	9.0	54.9	45.1	2.5
	2019	110	26	23.6	14	12.7	15	13.6	17	15.5	19	17.3	6	5.5	46.4	53.6	1.8
	2020	123	24	19.5	19	15.4	11	8.9	18	14.6	20	16.3	8	6.5	46.3	53.7	0.0
3	2018	114	24	21.1	6	5.3	10	8.8	16	14.0	22	19.3	11	9.6	56.1	43.9	3.5
	2019	117	24	20.5	9	7.7	12	10.3	11	9.4	23	19.7	11	9.4	55.6	44.4	0.0
	2020	107	24	22.4	14	13.1	17	15.9	14	13.1	26	24.3	6	5.6	47.7	52.3	0.0
4	2018	88	19	21.6	9	10.2	8	9.1	15	17.0	18	20.5	9	10.2	50.0	50.0	1.1
	2019	98	26	26.5	8	8.2	13	13.3	21	21.4	15	15.3	10	10.2	53.1	46.9	0.0
	2020	113	28	24.8	9	8.0	9	8.0	34	30.1	17	15.0	12	10.6	55.8	44.2	0.9
5	2018	86	24	27.9	8	9.3	11	12.8	28	32.6	20	23.3	8	9.3	53.5	46.5	0.0
	2019	84	16	19.0	7	8.3	7	8.3	18	21.4	21	25.0	10	11.9	47.6	52.4	0.0
	2020	94	26	27.7	9	9.6	12	12.8	17	18.1	20	21.3	9	9.6	53.2	46.8	0.0
KN-5	2018	645	122	18.9	62	9.6	67	10.4	114	17.7	104	16.1	164	25.4	52.2	47.8	1.9
	2019	665	146	22.0	63	9.5	79	11.9	92	13.8	96	14.4	165	24.8	50.8	49.2	0.9
	2020	699	136	19.5	70	10.0	67	9.6	101	14.4	110	15.7	175	25.0	51.2	48.8	0.6

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	121	11,061	116	96.2	10,520	95.1	10	8.3	17.8	115	9,830	95.3	88.9
	2019	129	10,918	125	96.7	10,370	95.0	2	1.6	5.7	124	9,637	96.2	88.3
	2020	139	10,874	134	96.2	10,319	94.9	3	2.2	3.8	136	9,815	97.6	90.3
1	2018	114	11,550	111	96.7	11,055	95.7	4	3.5	16.6	111	10,347	97.1	89.6
	2019	124	11,198	119	96.1	10,715	95.7	3	2.4	5.0	120	10,069	97.1	89.9
	2020	119	11,192	114	95.6	10,678	95.4	0	0.0	3.9	113	10,139	94.8	90.6
2	2018	122	11,864	117	96.4	11,398	96.1	5	4.1	15.9	117	10,717	96.1	90.3
	2019	111	11,232	108	96.5	10,781	96.0	1	0.9	4.8	109	10,169	97.8	90.5
	2020	123	11,070	118	96.2	10,616	95.9	0	0.0	3.2	120	10,175	97.9	91.9
3	2018	113	12,536	110	96.6	12,080	96.4	7	6.2	14.4	109	11,431	96.1	91.2
	2019	118	11,452	114	96.5	11,029	96.3	1	0.8	4.6	114	10,478	96.5	91.5
	2020	110	11,093	105	95.9	10,664	96.1	0	0.0	3.5	104	10,181	94.7	91.8
4	2018	90	12,675	87	96.7	12,235	96.5	6	6.7	14.1	87	11,637	96.6	91.8
	2019	97	12,118	93	96.2	11,690	96.5	0	0.0	4.9	94	11,112	97.0	91.7
	2020	114	11,323	110	96.8	10,902	96.3	2	1.8	3.4	111	10,479	97.8	92.5
5	2018	86	12,498	84	97.0	12,078	96.6	1	1.2	6.1	85	11,513	98.5	92.1
	2019	86	12,193	83	96.8	11,779	96.6	2	2.3	4.5	80	11,300	93.4	92.7
	2020	94	11,957	90	95.3	11,518	96.3	1	1.1	3.2	90	11,098	95.5	92.8
KN-5	2018	647	72,186	624	96.6	69,366	96.1	33	5.1	14.0	624	65,475	96.5	90.7
	2019	665	69,110	641	96.5	66,364	96.0	9	1.4	4.9	641	62,765	96.4	90.8
	2020	699	67,509	671	96.0	64,698	95.8	6	0.9	3.5	674	61,887	96.5	91.7

Teachers: 45

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	5	11.1
Hispanic	9	20.0
White	30	66.7
Multiple	1	2.2
Other	0	0.0

Gender	Number	Percentage
Female	37	82.2
Male	8	17.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	4.8	90.2
2018-19	5.2	80.5
2019-20	5.0	85.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	2.2
1	3	6.7
2	0	0.0
3	5	11.1
4	3	6.7
5	4	8.9
1-3	8	17.8
More than 3	36	80.0
1 - 5	15	33.3
6 - 10	11	24.4
11 - 20	13	28.9
More than 20	5	11.1

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (16)	Beginning	10	76.9	11	84.6	13	81.3	11	68.8	11	68.8
	Intermediate	3	23.1	1	7.7	2	12.5	4	25.0	4	25.0
	Advanced	0	0.0	1	7.7	1	6.3	1	6.3	1	6.3
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (19)	Beginning	2	11.1	5	27.8	3	15.8	2	10.5	2	10.5
	Intermediate	2	11.1	9	50.0	8	42.1	7	36.8	9	47.4
	Advanced	8	44.4	3	16.7	3	15.8	4	21.1	6	31.6
	Advanced High	6	33.3	1	5.6	5	26.3	6	31.6	2	10.5
3 (14)	Beginning	0	0.0	2	14.3	1	7.1	1	7.1	0	0.0
	Intermediate	1	7.1	8	57.1	4	28.6	0	0.0	3	21.4
	Advanced	1	7.1	1	7.1	5	35.7	3	21.4	8	57.1
	Advanced High	12	85.7	3	21.4	4	28.6	10	71.4	3	21.4
4 (10)	Beginning	0	0.0	1	10.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	10.0	3	30.0	2	20.0	2	20.0	3	30.0
	Advanced	6	60.0	5	50.0	5	50.0	5	50.0	5	50.0
	Advanced High	3	30.0	1	10.0	3	30.0	3	30.0	2	20.0
5 (9)	Beginning	0	0.0	1	11.1	1	11.1	0	0.0	0	0.0
	Intermediate	1	11.1	6	66.7	2	22.2	1	11.1	2	22.2
	Advanced	1	11.1	2	22.2	2	22.2	2	22.2	5	55.6
	Advanced High	7	77.8	0	0.0	4	44.4	6	66.7	2	22.2

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	-	-	-	
17 4 (23.5%)	Beginning	1			
	Intermediate	1	8		
	Advanced	0	1	4	
	Advanced High	0	0	2	
13 4 (30.8%)	Beginning	0			
	Intermediate	0	3		
	Advanced	0	1	6	
	Advanced High	0	0	3	
8 2 (25.0%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	0	4	
	Advanced High	0	0	2	
6 2 (33.3%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	1	4	
	Advanced High	0	0	1	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2020 Level	N	%	N	%	N	%	N	%	N	%
ALL (71)	Beginning	12	17.9	20	29.9	18	25.4	14	19.7	13	18.3
	Intermediate	10	14.9	29	43.3	20	28.2	16	22.5	23	32.4
	Advanced	16	23.9	13	19.4	16	22.5	16	22.5	25	35.2
	Advanced High	29	43.3	5	7.5	17	23.9	25	35.2	10	14.1

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
46 13 (28.3%)	Beginning	1			
	Intermediate	1	14		
	Advanced	0	3	18	
	Advanced High	0	1	8	

 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

118	86.4	89.5			91.5		78.9	
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GRADE 1 MATHEMATICS

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GRADE 1 READING

118	88.0	92.8			96.6		91.2	
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GRADE 1 READING

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GRADE 2 MATHEMATICS

121	83.0	88.1	89.9		90.1	96.7	76.5	92.3
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GRADE 2 MATHEMATICS

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GRADE 2 READING

117	79.3	86.2	91.8		84.6	97.4	72.1	91.3
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GRADE 2 READING

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GRADE 2 READING SPANISH

4	*	*	*		*	*	75.1	*
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GRADE 2 READING SPANISH

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GRADE 3 MATHEMATICS

108	72.0	81.3	88.0		82.4	96.3	70.6	90.8
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GRADE 3 MATHEMATICS

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GRADE 3 READING

106	66.3	79.8	87.6		79.2	98.1	62.6	88.7
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GRADE 3 READING

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GRADE 3 READING SPANISH

1	*	*	*		*	*	57.7	*
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GRADE 3 READING SPANISH

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GRADE 4 LANGUAGE ARTS

113	78.1	84.4	86.1		85.0	98.2	68.3	91.7
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GRADE 4 LANGUAGE ARTS

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GRADE 4 MATHEMATICS

113	82.8	87.4	88.0		88.5	98.2	71.7	90.4
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GRADE 4 MATHEMATICS

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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 READING

112	61.7	79.1	82.7		83.9	94.6	68.8	92.4
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GRADE 4 READING SPANISH

1	*	*	*		*	*	80.7	*
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GRADE 5 MATHEMATICS

93	81.5	86.4	88.2		88.2	100.0	78.3	91.9
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GRADE 5 READING

93	60.8	80.4	86.7		82.8	100.0	79.5	94.1
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GRADE 5 SCIENCE

93	81.0	83.2	87.3		84.9	97.8	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 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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