



School Number 171

# LAKEWOOD 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	217
1	205
2	191
3	169
4	129
5	92
ALL	1,003

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	17	1.7	9	16.1
American Indian/Alaska Native	3	0.3	*	*
Asian/Hawaiian/Pacific Islander	19	1.9	*	*
Hispanic	133	13.3	9	16.1
White	752	75.0	35	62.5
Multiple	79	7.9	1	1.8
Other* (teachers only)	—	—	2	3.6
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	39	3.9
Economically disadvantaged	62	6.2
Limited English proficient (LEP)	25	2.5
Special education	73	7.3
Talented and Gifted (TAG)	554	55.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
KN	2018	198	2	1.0	0	0.0	6	3.0	20	10.1	163	82.3	7	3.5
	2019	196	4	2.0	4	2.0	9	4.6	17	8.7	156	79.6	6	3.1
	2020	217	4	1.8	0	0.0	5	2.3	29	13.4	166	76.5	13	6.0
1	2018	192	2	1.0	1	0.5	2	1.0	21	10.9	157	81.8	9	4.7
	2019	194	4	2.1	0	0.0	8	4.1	23	11.9	151	77.8	8	4.1
	2020	205	3	1.5	1	0.5	4	2.0	22	10.7	157	76.6	18	8.8
2	2018	157	5	3.2	0	0.0	5	3.2	24	15.3	118	75.2	5	3.2
	2019	177	1	0.6	2	1.1	4	2.3	19	10.7	138	78.0	13	7.3
	2020	191	3	1.6	0	0.0	5	2.6	25	13.1	147	77.0	11	5.8
3	2018	126	1	0.8	1	0.8	5	4.0	25	19.8	85	67.5	9	7.1
	2019	164	5	3.0	0	0.0	6	3.7	26	15.9	116	70.7	11	6.7
	2020	169	2	1.2	1	0.6	1	0.6	16	9.5	130	76.9	19	11.2
4	2018	134	4	3.0	0	0.0	4	3.0	22	16.4	98	73.1	6	4.5
	2019	91	1	1.1	3	3.3	2	2.2	20	22.0	59	64.8	6	6.6
	2020	129	3	2.3	0	0.0	4	3.1	23	17.8	92	71.3	7	5.4
5	2018	119	5	4.2	0	0.0	3	2.5	19	16.0	91	76.5	1	0.8
	2019	125	5	4.0	1	0.8	4	3.2	23	18.4	82	65.6	10	8.0
	2020	92	2	2.2	1	1.1	0	0.0	18	19.6	60	65.2	11	12.0
KN-5	2018	926	19	2.1	2	0.2	25	2.7	131	14.1	712	76.9	37	4.0
	2019	947	20	2.1	10	1.1	33	3.5	128	13.5	702	74.1	54	5.7
	2020	1,003	17	1.7	3	0.3	19	1.9	133	13.3	752	75.0	79	7.9

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	
KN	2018	198	6	3.0	6	3.0	12	6.1	6	3.0	76	38.4	189	95.5	55.1	44.9	0.0
	2019	196	12	6.1	2	1.0	11	5.6	2	1.0	64	32.7	186	94.9	47.4	52.6	2.6
	2020	217	16	7.4	4	1.8	12	5.5	4	1.8	53	24.4	206	94.9	49.8	50.2	0.9
1	2018	192	7	3.6	4	2.1	5	2.6	6	3.1	130	67.7	14	7.3	53.6	46.4	0.0
	2019	194	11	5.7	8	4.1	16	8.2	8	4.1	102	52.6	13	6.7	55.2	44.8	0.0
	2020	205	8	3.9	2	1.0	10	4.9	2	1.0	117	57.1	23	11.2	46.3	53.7	0.0
2	2018	157	13	8.3	8	5.1	12	7.6	10	6.4	113	72.0	14	8.9	54.8	45.2	0.0
	2019	177	9	5.1	4	2.3	6	3.4	6	3.4	127	71.8	8	4.5	54.2	45.8	0.0
	2020	191	11	5.8	7	3.7	22	11.5	8	4.2	116	60.7	9	4.7	53.9	46.1	0.5
3	2018	126	5	4.0	4	3.2	9	7.1	5	4.0	77	61.1	2	1.6	46.8	53.2	0.0
	2019	164	15	9.1	9	5.5	15	9.1	10	6.1	115	70.1	11	6.7	54.3	45.7	0.0
	2020	169	5	3.0	3	1.8	8	4.7	4	2.4	125	74.0	10	5.9	55.6	44.4	0.0
4	2018	134	16	11.9	5	3.7	9	6.7	14	10.4	43	32.1	7	5.2	53.0	47.0	0.0
	2019	91	8	8.8	4	4.4	6	6.6	8	8.8	47	51.6	8	8.8	46.2	53.8	0.0
	2020	129	14	10.9	6	4.7	14	10.9	12	9.3	92	71.3	6	4.7	52.7	47.3	0.0
5	2018	119	19	16.0	6	5.0	6	5.0	28	23.5	40	33.6	4	3.4	50.4	49.6	0.0
	2019	125	14	11.2	7	5.6	8	6.4	22	17.6	45	36.0	7	5.6	52.0	48.0	0.0
	2020	92	8	8.7	3	3.3	7	7.6	9	9.8	51	55.4	5	5.4	45.7	54.3	0.0
KN-5	2018	926	66	7.1	33	3.6	53	5.7	69	7.5	479	51.7	230	24.8	52.7	47.3	0.0
	2019	947	69	7.3	34	3.6	62	6.5	56	5.9	500	52.8	233	24.6	52.0	48.0	0.5
	2020	1,003	62	6.2	25	2.5	73	7.3	39	3.9	554	55.2	259	25.8	50.8	49.2	0.3

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	2018	197	11,061	191	96.6	10,520	95.1	7	3.5	17.8	194	9,830	98.3	88.9
	2019	191	10,918	184	96.6	10,370	95.0	0	0.0	5.7	188	9,637	98.5	88.3
	2020	217	10,874	210	97.0	10,319	94.9	0	0.0	3.8	213	9,815	98.3	90.3
1	2018	188	11,550	182	96.9	11,055	95.7	10	5.3	16.6	182	10,347	96.9	89.6
	2019	192	11,198	186	97.1	10,715	95.7	1	0.5	5.0	191	10,069	99.7	89.9
	2020	208	11,192	201	96.4	10,678	95.4	0	0.0	3.9	202	10,139	97.1	90.6
2	2018	157	11,864	152	96.8	11,398	96.1	4	2.5	15.9	154	10,717	98.1	90.3
	2019	177	11,232	172	97.1	10,781	96.0	0	0.0	4.8	175	10,169	98.6	90.5
	2020	191	11,070	185	96.7	10,616	95.9	0	0.0	3.2	189	10,175	98.7	91.9
3	2018	127	12,536	123	97.0	12,080	96.4	3	2.4	14.4	123	11,431	97.1	91.2
	2019	162	11,452	158	97.3	11,029	96.3	0	0.0	4.6	160	10,478	98.7	91.5
	2020	168	11,093	164	97.7	10,664	96.1	0	0.0	3.5	167	10,181	99.3	91.8
4	2018	135	12,675	131	97.1	12,235	96.5	2	1.5	14.1	132	11,637	97.6	91.8
	2019	92	12,118	90	97.4	11,690	96.5	1	1.1	4.9	90	11,112	97.8	91.7
	2020	130	11,323	126	97.0	10,902	96.3	0	0.0	3.4	127	10,479	97.7	92.5
5	2018	120	12,498	116	97.2	12,078	96.6	1	0.8	6.1	119	11,513	99.6	92.1
	2019	125	12,193	121	97.4	11,779	96.6	2	1.6	4.5	123	11,300	98.7	92.7
	2020	91	11,957	88	96.7	11,518	96.3	0	0.0	3.2	91	11,098	99.5	92.8
KN-5	2018	924	72,186	895	96.9	69,366	96.1	27	2.9	14.0	904	65,475	97.9	90.7
	2019	939	69,110	911	97.1	66,364	96.0	4	0.4	4.9	927	62,765	98.8	90.8
	2020	1,006	67,509	975	96.9	64,698	95.8	0	0.0	3.5	989	61,887	98.3	91.7



Teachers: 56

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	9	16.1
Hispanic	9	16.1
White	35	62.5
Multiple	1	1.8
Other	2	3.6

Gender	Number	Percentage
Female	50	89.3
Male	6	10.7

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2017-18	8.5	81.5
2018-19	6.4	84.9
2019-20	4.8	86.8

**YEARS EXPERIENCE**


Years	Number	Percentage
Beginning (0)	4	7.1
1	4	7.1
2	2	3.6
3	5	8.9
4	3	5.4
5	1	1.8
1-3	11	19.6
More than 3	41	73.2
1 - 5	15	26.8
6 - 10	8	14.3
11 - 20	15	26.8
More than 20	14	25.0

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
2 (7)	Beginning	0	0.0	0	0.0	1	16.7	0	0.0	0	0.0
	Intermediate	0	0.0	5	71.4	3	50.0	2	28.6	2	33.3
	Advanced	2	28.6	1	14.3	0	0.0	1	14.3	3	50.0
	Advanced High	5	71.4	1	14.3	2	33.3	4	57.1	1	16.7
ALL (23)	Beginning	5	21.7	5	21.7	6	31.6	5	22.7	5	27.8
	Intermediate	1	4.3	9	39.1	4	21.1	3	13.6	3	16.7
	Advanced	4	17.4	6	26.1	6	31.6	2	9.1	7	38.9
	Advanced High	13	56.5	3	13.0	3	15.8	12	54.5	3	16.7

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
7 1 (14.3%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	0	3	
	Advanced High	0	0	1	
19 4 (21.1%)	Beginning	1			
	Intermediate	0	3		
	Advanced	0	1	6	
	Advanced High	0	0	3	

 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**

202	91.7	93.7			96.5		78.9	
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**GRADE 1 READING**

182	94.1	96.5			99.5		91.2	
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**GRADE 1 READING SPANISH**

21	90.0	93.3			100.0		89.5	
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**GRADE 2 MATHEMATICS**

189	87.2	91.1	93.8		95.8	99.5	76.5	92.3
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**GRADE 2 READING**

171	84.3	89.6	93.2		95.3	99.4	72.1	91.3
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**GRADE 2 READING SPANISH**

19	87.1	90.3	97.7		94.7	100.0	75.1	92.0
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**GRADE 3 MATHEMATICS**

167	87.6	91.7	91.9		97.6	100.0	70.6	90.8
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**GRADE 3 READING**

163	76.5	85.9	89.4		93.9	99.4	62.6	88.7
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**GRADE 3 READING SPANISH**

4	*	*	*		*	*	57.7	*
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**GRADE 4 LANGUAGE ARTS**

122	81.2	86.6	88.6		92.6	100.0	68.3	91.7
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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 READING**

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**GRADE 3 READING SPANISH**

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**GRADE 4 LANGUAGE ARTS**

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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 SPANISH**

8	94.1	95.1	95.9		100.0	100.0	68.5	91.9
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**GRADE 4 MATHEMATICS**

130	86.4	90.1	89.5		93.8	100.0	71.7	90.4
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**GRADE 4 READING**

124	71.4	84.4	89.7		96.0	100.0	68.8	92.4
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**GRADE 4 READING SPANISH**

6	84.2	89.4	96.3		100.0	100.0	80.7	91.8
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**GRADE 5 MATHEMATICS**

91	86.1	89.8	87.9		95.6	98.9	78.3	91.9
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**GRADE 5 READING**

91	65.0	82.5	85.5		93.4	97.8	79.5	94.1
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**GRADE 5 SCIENCE**

91	92.5	93.4	90.4		100.0	100.0	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 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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