



School Number 168

OBADIAH KNIGHT 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
PK	61
KN	63
1	59
2	62
3	66
4	54
5	79
ALL	444

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	7	1.6	4	13.8
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	429	96.6	19	65.5
White	7	1.6	5	17.2
Multiple	1	0.2	0	0.0
Other* (teachers only)	—	—	1	3.4
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	343	77.3
Economically disadvantaged	429	96.6
Limited English proficient (LEP)	342	77.0
Special education	41	9.2
Talented and Gifted (TAG)	89	20.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	64	1	1.6	0	0.0	0	0.0	63	98.4	0	0.0	0	0.0
	2019	62	2	3.2	0	0.0	0	0.0	59	95.2	1	1.6	0	0.0
	2020	61	0	0.0	0	0.0	0	0.0	61	100.0	0	0.0	0	0.0
KN	2018	70	3	4.3	0	0.0	0	0.0	66	94.3	1	1.4	0	0.0
	2019	57	0	0.0	0	0.0	0	0.0	55	96.5	2	3.5	0	0.0
	2020	63	1	1.6	0	0.0	0	0.0	61	96.8	0	0.0	1	1.6
1	2018	71	4	5.6	0	0.0	0	0.0	67	94.4	0	0.0	0	0.0
	2019	69	2	2.9	0	0.0	0	0.0	65	94.2	2	2.9	0	0.0
	2020	59	0	0.0	0	0.0	0	0.0	57	96.6	2	3.4	0	0.0
2	2018	62	2	3.2	0	0.0	0	0.0	59	95.2	1	1.6	0	0.0
	2019	76	3	3.9	0	0.0	0	0.0	73	96.1	0	0.0	0	0.0
	2020	62	2	3.2	0	0.0	0	0.0	59	95.2	1	1.6	0	0.0
3	2018	89	3	3.4	0	0.0	0	0.0	85	95.5	1	1.1	0	0.0
	2019	51	1	2.0	0	0.0	0	0.0	49	96.1	1	2.0	0	0.0
	2020	66	2	3.0	0	0.0	0	0.0	62	93.9	2	3.0	0	0.0
4	2018	76	0	0.0	0	0.0	1	1.3	75	98.7	0	0.0	0	0.0
	2019	90	2	2.2	0	0.0	0	0.0	88	97.8	0	0.0	0	0.0
	2020	54	1	1.9	0	0.0	0	0.0	52	96.3	1	1.9	0	0.0
5	2018	81	2	2.5	0	0.0	0	0.0	77	95.1	2	2.5	0	0.0
	2019	64	0	0.0	0	0.0	1	1.6	62	96.9	0	0.0	1	1.6
	2020	79	1	1.3	0	0.0	0	0.0	77	97.5	1	1.3	0	0.0
PK-5	2018	513	15	2.9	0	0.0	1	0.2	492	95.9	5	1.0	0	0.0
	2019	469	10	2.1	0	0.0	1	0.2	451	96.2	6	1.3	1	0.2
	2020	444	7	1.6	0	0.0	0	0.0	429	96.6	7	1.6	1	0.2

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	64	63	98.4	49	76.6	1	1.6	51	79.7	0	0.0	56	87.5	43.8	56.3	12.5
	2019	62	62	100.0	50	80.6	7	11.3	6	9.7	0	0.0	56	90.3	53.2	46.8	9.7
	2020	61	61	100.0	48	78.7	1	1.6	47	77.0	0	0.0	52	85.2	57.4	42.6	16.4
KN	2018	70	65	92.9	50	71.4	5	7.1	51	72.9	4	5.7	13	18.6	50.0	50.0	0.0
	2019	57	54	94.7	43	75.4	6	10.5	39	68.4	6	10.5	13	22.8	45.6	54.4	0.0
	2020	63	60	95.2	49	77.8	7	11.1	48	76.2	3	4.8	12	19.0	49.2	50.8	0.0
1	2018	71	68	95.8	56	78.9	7	9.9	57	80.3	6	8.5	3	4.2	62.0	38.0	0.0
	2019	69	62	89.9	54	78.3	4	5.8	47	68.1	12	17.4	11	15.9	53.6	46.4	0.0
	2020	59	57	96.6	47	79.7	5	8.5	45	76.3	17	28.8	4	6.8	47.5	52.5	1.7
2	2018	62	54	87.1	44	71.0	6	9.7	45	72.6	9	14.5	2	3.2	50.0	50.0	0.0
	2019	76	67	88.2	58	76.3	6	7.9	60	78.9	12	15.8	3	3.9	59.2	40.8	2.6
	2020	62	58	93.5	48	77.4	3	4.8	47	75.8	16	25.8	6	9.7	56.5	43.5	1.6
3	2018	89	87	97.8	67	75.3	6	6.7	69	77.5	11	12.4	4	4.5	53.9	46.1	0.0
	2019	51	45	88.2	40	78.4	9	17.6	37	72.5	9	17.6	3	5.9	51.0	49.0	0.0
	2020	66	65	98.5	48	72.7	6	9.1	47	71.2	14	21.2	4	6.1	59.1	40.9	0.0
4	2018	76	73	96.1	55	72.4	6	7.9	60	78.9	21	27.6	7	9.2	57.9	42.1	2.6
	2019	90	82	91.1	69	76.7	9	10.0	68	75.6	23	25.6	8	8.9	55.6	44.4	0.0
	2020	54	50	92.6	40	74.1	9	16.7	44	81.5	11	20.4	6	11.1	50.0	50.0	0.0
5	2018	81	78	96.3	61	75.3	10	12.3	73	90.1	14	17.3	3	3.7	54.3	45.7	0.0
	2019	64	55	85.9	47	73.4	2	3.1	51	79.7	21	32.8	5	7.8	56.3	43.8	0.0
	2020	79	78	98.7	62	78.5	10	12.7	65	82.3	28	35.4	3	3.8	55.7	44.3	0.0
PK-5	2018	513	488	95.1	382	74.5	41	8.0	406	79.1	65	12.7	88	17.2	53.4	46.6	1.9
	2019	469	427	91.0	361	77.0	43	9.2	308	65.7	83	17.7	99	21.1	53.9	46.1	1.7
	2020	444	429	96.6	342	77.0	41	9.2	343	77.3	89	20.0	87	19.6	53.8	46.2	2.7

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	68	11,061	66	96.6	10,520	95.1	8	11.7	17.8	66	9,830	96.6	88.9
	2019	58	10,918	55	95.2	10,370	95.0	3	5.2	5.7	53	9,637	91.7	88.3
	2020	63	10,874	60	95.8	10,319	94.9	0	0.0	3.8	60	9,815	95.3	90.3
1	2018	73	11,550	71	97.1	11,055	95.7	4	5.5	16.6	69	10,347	94.6	89.6
	2019	66	11,198	64	97.0	10,715	95.7	1	1.5	5.0	61	10,069	92.8	89.9
	2020	60	11,192	58	96.4	10,678	95.4	1	1.7	3.9	57	10,139	94.7	90.6
2	2018	62	11,864	60	97.3	11,398	96.1	7	11.3	15.9	58	10,717	93.4	90.3
	2019	75	11,232	73	97.5	10,781	96.0	0	0.0	4.8	71	10,169	95.1	90.5
	2020	64	11,070	62	97.0	10,616	95.9	1	1.6	3.2	60	10,175	94.1	91.9
3	2018	89	12,536	87	97.5	12,080	96.4	5	5.6	14.4	85	11,431	95.7	91.2
	2019	52	11,452	50	97.1	11,029	96.3	3	5.8	4.6	49	10,478	94.6	91.5
	2020	69	11,093	67	97.3	10,664	96.1	2	2.9	3.5	65	10,181	94.3	91.8
4	2018	76	12,675	74	97.3	12,235	96.5	4	5.3	14.1	73	11,637	95.9	91.8
	2019	86	12,118	84	97.2	11,690	96.5	0	0.0	4.9	82	11,112	95.3	91.7
	2020	53	11,323	51	97.6	10,902	96.3	1	1.9	3.4	52	10,479	98.6	92.5
5	2018	82	12,498	80	97.6	12,078	96.6	1	1.2	6.1	80	11,513	98.0	92.1
	2019	64	12,193	62	97.6	11,779	96.6	2	3.1	4.5	60	11,300	94.3	92.7
	2020	81	11,957	79	97.1	11,518	96.3	3	3.7	3.2	77	11,098	94.7	92.8
KN-5	2018	450	72,186	438	97.2	69,366	96.1	29	6.4	14.0	431	65,475	95.8	90.7
	2019	400	69,110	388	97.0	66,364	96.0	9	2.3	4.9	376	62,765	94.1	90.8
	2020	390	67,509	378	96.9	64,698	95.8	8	2.1	3.5	371	61,887	95.2	91.7

Teachers: 29

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	4	13.8
Hispanic	19	65.5
White	5	17.2
Multiple	0	0.0
Other	1	3.4

Gender	Number	Percentage
Female	23	79.3
Male	6	20.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	5.8	76.3
2018-19	6.2	69.7
2019-20	6.2	86.2

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.4
1	1	3.4
2	2	6.9
3	2	6.9
4	5	17.2
5	0	0.0
1-3	5	17.2
More than 3	23	79.3
1 - 5	10	34.5
6 - 10	6	20.7
11 - 20	7	24.1
More than 20	5	17.2

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (48)	Beginning	15	31.3	15	31.3	37	77.1	40	83.3	15	31.3
	Intermediate	25	52.1	25	52.1	9	18.8	6	12.5	28	58.3
	Advanced	8	16.7	8	16.7	2	4.2	2	4.2	5	10.4
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (46)	Beginning	10	21.7	18	39.1	26	56.5	24	52.2	18	39.1
	Intermediate	16	34.8	14	30.4	12	26.1	13	28.3	14	30.4
	Advanced	6	13.0	9	19.6	5	10.9	6	13.0	9	19.6
	Advanced High	14	30.4	5	10.9	3	6.5	3	6.5	5	10.9
2 (47)	Beginning	9	19.1	12	25.5	0	0.0	16	34.8	0	0.0
	Intermediate	21	44.7	22	46.8	0	0.0	23	50.0	0	0.0
	Advanced	12	25.5	7	14.9	0	0.0	3	6.5	0	0.0
	Advanced High	5	10.6	6	12.8	0	0.0	4	8.7	0	0.0
3 (48)	Beginning	2	4.2	4	8.3	0	0.0	7	14.6	0	0.0
	Intermediate	5	10.4	16	33.3	0	0.0	9	18.8	0	0.0
	Advanced	17	35.4	14	29.2	0	0.0	19	39.6	0	0.0
	Advanced High	24	50.0	14	29.2	0	0.0	13	27.1	0	0.0
4 (40)	Beginning	9	23.1	4	10.3	0	0.0	8	20.0	0	0.0
	Intermediate	14	35.9	11	28.2	0	0.0	13	32.5	0	0.0
	Advanced	11	28.2	21	53.8	0	0.0	7	17.5	0	0.0
	Advanced High	5	12.8	3	7.7	0	0.0	12	30.0	0	0.0


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
42 17 (40.5%)	Beginning	16			
	Intermediate	5	7		
	Advanced	2	5	2	
	Advanced High	0	5	0	
41 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
46 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
37 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (61)	Beginning	3	4.9	5	8.2	0	0.0	7	11.5	0	0.0
	Intermediate	14	23.0	20	32.8	0	0.0	12	19.7	0	0.0
	Advanced	20	32.8	30	49.2	0	0.0	12	19.7	0	0.0
	Advanced High	24	39.3	6	9.8	0	0.0	30	49.2	0	0.0
ALL (290)	Beginning	48	16.6	58	20.1	63	67.0	102	35.3	33	35.1
	Intermediate	95	32.9	108	37.4	21	22.3	76	26.3	42	44.7
	Advanced	74	25.6	89	30.8	7	7.4	49	17.0	14	14.9
	Advanced High	72	24.9	34	11.8	3	3.2	62	21.5	5	5.3

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
60 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
226 17 (7.5%)	Beginning	16			
	Intermediate	5	7		
	Advanced	2	5	2	
	Advanced High	0	5	0	

 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

58	83.6	87.4			87.9		78.9	
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GRADE 1 READING

15	76.3	85.8			86.7		91.2	
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GRADE 1 READING SPANISH

43	87.9	91.9			95.3		89.5	
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GRADE 2 MATHEMATICS

57	67.1	77.0	81.1		66.7	98.2	76.5	92.3
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GRADE 2 READING

19	64.2	76.1	80.8		89.5	94.7	72.1	91.3
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GRADE 2 READING SPANISH

38	72.9	79.7	83.9		76.3	92.1	75.1	92.0
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GRADE 3 MATHEMATICS

66	69.3	79.5	84.7		78.8	95.5	70.6	90.8
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GRADE 3 READING

23	58.7	75.2	80.4		65.2	91.3	62.6	88.7
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GRADE 3 READING SPANISH

43	54.1	72.4	86.4		60.5	97.7	57.7	88.7
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GRADE 4 LANGUAGE ARTS

15	59.2	70.9	80.4		53.3	93.3	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

31	74.4	78.7	80.7		90.3	96.8	68.5	91.9
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GRADE 4 MATHEMATICS

46	79.9	85.3	84.6		91.3	97.8	71.7	90.4
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GRADE 4 MATHEMATICS SPANISH

1	*	*	*		*	*	50.4	*
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GRADE 4 READING

15	43.7	69.3	78.9		53.3	93.3	68.8	92.4
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GRADE 4 READING SPANISH

31	66.8	77.8	80.7		80.6	96.8	80.7	91.8
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GRADE 5 MATHEMATICS

79	81.0	86.1	88.3		86.1	98.7	78.3	91.9
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GRADE 5 MATHEMATICS SPANISH

3	*	*	*		*	*	56.2	*
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GRADE 5 READING

25	49.6	74.8	83.2		68.0	100.0	79.5	94.1
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GRADE 5 READING SPANISH

57	72.1	79.6	82.5		80.7	100.0	79.8	94.9
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GRADE 5 SCIENCE

78	82.8	84.8	84.9		88.5	98.7	76.5	95.9
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GRADE 5 SCIENCE SPANISH

4	*	*	*		*	*	73.2	*
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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 MATHEMATICS SPANISH

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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 MATHEMATICS SPANISH

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GRADE 5 READING

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GRADE 5 READING SPANISH

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GRADE 5 SCIENCE

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GRADE 5 SCIENCE SPANISH

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