



School Number 224

WALNUT HILL 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	76
KN	65
1	70
2	56
3	44
4	43
5	32
ALL	386

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	32	8.3	3	10.3
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	3	0.8	*	*
Hispanic	314	81.3	15	51.7
White	27	7.0	9	31.0
Multiple	9	2.3	0	0.0
Other* (teachers only)	—	—	2	6.9
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	191	49.5
Economically disadvantaged	264	68.4
Limited English proficient (LEP)	198	51.3
Special education	35	9.1
Talented and Gifted (TAG)	94	24.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	88	5	5.7	0	0.0	0	0.0	78	88.6	4	4.5	1	1.1
	2019	88	7	8.0	1	1.1	2	2.3	72	81.8	5	5.7	1	1.1
	2020	76	5	6.6	0	0.0	0	0.0	67	88.2	3	3.9	1	1.3
KN	2018	46	6	13.0	0	0.0	0	0.0	37	80.4	3	6.5	0	0.0
	2019	72	6	8.3	0	0.0	4	5.6	53	73.6	7	9.7	2	2.8
	2020	65	7	10.8	0	0.0	0	0.0	46	70.8	8	12.3	3	4.6
1	2018	48	4	8.3	0	0.0	0	0.0	44	91.7	0	0.0	0	0.0
	2019	54	6	11.1	0	0.0	0	0.0	40	74.1	6	11.1	2	3.7
	2020	70	6	8.6	0	0.0	3	4.3	53	75.7	7	10.0	1	1.4
2	2018	47	4	8.5	0	0.0	0	0.0	42	89.4	0	0.0	1	2.1
	2019	50	5	10.0	0	0.0	0	0.0	42	84.0	2	4.0	1	2.0
	2020	56	7	12.5	0	0.0	0	0.0	42	75.0	5	8.9	2	3.6
3	2018	44	5	11.4	0	0.0	0	0.0	36	81.8	3	6.8	0	0.0
	2019	47	1	2.1	0	0.0	1	2.1	45	95.7	0	0.0	0	0.0
	2020	44	4	9.1	0	0.0	0	0.0	37	84.1	2	4.5	1	2.3
4	2018	38	3	7.9	0	0.0	0	0.0	35	92.1	0	0.0	0	0.0
	2019	31	2	6.5	0	0.0	0	0.0	28	90.3	1	3.2	0	0.0
	2020	43	0	0.0	0	0.0	0	0.0	41	95.3	1	2.3	1	2.3
5	2018	45	0	0.0	0	0.0	0	0.0	42	93.3	3	6.7	0	0.0
	2019	36	4	11.1	0	0.0	0	0.0	32	88.9	0	0.0	0	0.0
	2020	32	3	9.4	0	0.0	0	0.0	28	87.5	1	3.1	0	0.0
PK-5	2018	356	27	7.6	0	0.0	0	0.0	314	88.2	13	3.7	2	0.6
	2019	378	31	8.2	1	0.3	7	1.9	312	82.5	21	5.6	6	1.6
	2020	386	32	8.3	0	0.0	3	0.8	314	81.3	27	7.0	9	2.3

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	
PK	2018	88	80	90.9	62	70.5	4	4.5	63	71.6	0	0.0	55	62.5	50.0	50.0	36.4
	2019	88	87	98.9	52	59.1	5	5.7	23	26.1	0	0.0	65	73.9	54.5	45.5	25.0
	2020	76	74	97.4	44	57.9	4	5.3	46	60.5	0	0.0	54	71.1	52.6	47.4	30.3
KN	2018	46	33	71.7	22	47.8	5	10.9	22	47.8	5	10.9	6	13.0	69.6	30.4	0.0
	2019	72	44	61.1	39	54.2	6	8.3	40	55.6	13	18.1	18	25.0	50.0	50.0	0.0
	2020	65	38	58.5	31	47.7	9	13.8	31	47.7	4	6.2	11	16.9	47.7	52.3	0.0
1	2018	48	36	75.0	26	54.2	2	4.2	25	52.1	10	20.8	2	4.2	45.8	54.2	0.0
	2019	54	36	66.7	24	44.4	3	5.6	26	48.1	20	37.0	2	3.7	61.1	38.9	1.9
	2020	70	44	62.9	38	54.3	5	7.1	24	34.3	27	38.6	5	7.1	48.6	51.4	1.4
2	2018	47	35	74.5	29	61.7	4	8.5	29	61.7	12	25.5	0	0.0	66.0	34.0	0.0
	2019	50	29	58.0	26	52.0	4	8.0	24	48.0	12	24.0	2	4.0	48.0	52.0	0.0
	2020	56	30	53.6	24	42.9	6	10.7	25	44.6	22	39.3	3	5.4	58.9	41.1	0.0
3	2018	44	36	81.8	20	45.5	2	4.5	20	45.5	14	31.8	2	4.5	54.5	45.5	0.0
	2019	47	36	76.6	28	59.6	4	8.5	27	57.4	13	27.7	1	2.1	66.0	34.0	2.1
	2020	44	28	63.6	20	45.5	6	13.6	20	45.5	11	25.0	3	6.8	45.5	54.5	0.0
4	2018	38	36	94.7	16	42.1	4	10.5	20	52.6	15	39.5	0	0.0	60.5	39.5	0.0
	2019	31	19	61.3	15	48.4	2	6.5	18	58.1	10	32.3	0	0.0	54.8	45.2	0.0
	2020	43	31	72.1	25	58.1	3	7.0	27	62.8	16	37.2	3	7.0	58.1	41.9	0.0
5	2018	45	37	82.2	25	55.6	2	4.4	25	55.6	19	42.2	1	2.2	42.2	57.8	0.0
	2019	36	31	86.1	14	38.9	3	8.3	20	55.6	15	41.7	0	0.0	61.1	38.9	0.0
	2020	32	19	59.4	16	50.0	2	6.3	18	56.3	14	43.8	2	6.3	53.1	46.9	0.0
PK-5	2018	356	293	82.3	200	56.2	23	6.5	204	57.3	75	21.1	66	18.5	54.8	45.2	9.0
	2019	378	282	74.6	198	52.4	27	7.1	178	47.1	83	22.0	88	23.3	55.8	44.2	6.3
	2020	386	264	68.4	198	51.3	35	9.1	191	49.5	94	24.4	81	21.0	51.8	48.2	6.2

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	45	11,061	44	96.6	10,520	95.1	2	4.4	17.8	45	9,830	99.0	88.9
	2019	73	10,918	72	97.5	10,370	95.0	2	2.7	5.7	72	9,637	98.1	88.3
	2020	67	10,874	64	95.8	10,319	94.9	0	0.0	3.8	63	9,815	93.9	90.3
1	2018	48	11,550	46	97.3	11,055	95.7	0	0.0	16.6	47	10,347	98.5	89.6
	2019	54	11,198	53	98.3	10,715	95.7	1	1.9	5.0	53	10,069	98.6	89.9
	2020	73	11,192	71	97.1	10,678	95.4	0	0.0	3.9	68	10,139	93.2	90.6
2	2018	47	11,864	46	98.2	11,398	96.1	0	0.0	15.9	46	10,717	97.2	90.3
	2019	50	11,232	49	98.3	10,781	96.0	1	2.0	4.8	50	10,169	100.0	90.5
	2020	58	11,070	56	96.7	10,616	95.9	0	0.0	3.2	55	10,175	94.7	91.9
3	2018	45	12,536	44	97.8	12,080	96.4	0	0.0	14.4	45	11,431	99.0	91.2
	2019	45	11,452	45	98.1	11,029	96.3	0	0.0	4.6	45	10,478	99.1	91.5
	2020	46	11,093	45	97.8	10,664	96.1	0	0.0	3.5	44	10,181	96.0	91.8
4	2018	37	12,675	36	97.3	12,235	96.5	2	5.3	14.1	37	11,637	98.9	91.8
	2019	31	12,118	31	98.2	11,690	96.5	0	0.0	4.9	31	11,112	99.8	91.7
	2020	45	11,323	43	97.2	10,902	96.3	0	0.0	3.4	42	10,479	94.3	92.5
5	2018	46	12,498	45	97.9	12,078	96.6	0	0.0	6.1	46	11,513	100.0	92.1
	2019	36	12,193	35	97.9	11,779	96.6	0	0.0	4.5	36	11,300	100.0	92.7
	2020	31	11,957	31	98.2	11,518	96.3	0	0.0	3.2	31	11,098	99.7	92.8
KN-5	2018	269	72,186	263	97.5	69,366	96.1	4	1.5	14.0	266	65,475	98.7	90.7
	2019	289	69,110	283	98.0	66,364	96.0	4	1.4	4.9	287	62,765	99.2	90.8
	2020	320	67,509	310	97.0	64,698	95.8	0	0.0	3.5	303	61,887	94.8	91.7

Teachers: 29

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	10.3
Hispanic	15	51.7
White	9	31.0
Multiple	0	0.0
Other	2	6.9

Gender	Number	Percentage
Female	22	75.9
Male	7	24.1

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	9.2	73.3
2018-19	6.6	75.0
2019-20	5.8	64.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	4	13.8
1	3	10.3
2	1	3.4
3	0	0.0
4	1	3.4
5	2	6.9
1-3	4	13.8
More than 3	21	72.4
1 - 5	7	24.1
6 - 10	11	37.9
11 - 20	4	13.8
More than 20	3	10.3

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (31)	Beginning	10	32.3	11	35.5	20	64.5	20	64.5	13	41.9
	Intermediate	10	32.3	15	48.4	7	22.6	9	29.0	14	45.2
	Advanced	6	19.4	4	12.9	3	9.7	1	3.2	3	9.7
	Advanced High	5	16.1	1	3.2	1	3.2	1	3.2	1	3.2
1 (38)	Beginning	2	5.3	3	7.9	10	26.3	6	15.8	3	7.9
	Intermediate	16	42.1	20	52.6	23	60.5	23	60.5	20	52.6
	Advanced	13	34.2	9	23.7	3	7.9	5	13.2	11	28.9
	Advanced High	7	18.4	6	15.8	2	5.3	4	10.5	4	10.5
2 (24)	Beginning	0	0.0	1	4.2	8	33.3	1	4.2	0	0.0
	Intermediate	1	4.2	15	62.5	9	37.5	13	54.2	10	41.7
	Advanced	16	66.7	2	8.3	7	29.2	7	29.2	14	58.3
	Advanced High	7	29.2	6	25.0	0	0.0	3	12.5	0	0.0
3 (20)	Beginning	0	0.0	2	10.0	2	10.0	3	15.0	1	5.0
	Intermediate	4	20.0	8	40.0	11	55.0	7	35.0	6	30.0
	Advanced	6	30.0	6	30.0	6	30.0	3	15.0	10	50.0
	Advanced High	10	50.0	4	20.0	1	5.0	7	35.0	3	15.0
4 (25)	Beginning	0	0.0	1	4.0	1	4.0	1	4.0	0	0.0
	Intermediate	4	16.0	5	20.0	6	24.0	10	40.0	5	20.0
	Advanced	11	44.0	17	68.0	7	28.0	5	20.0	11	44.0
	Advanced High	10	40.0	2	8.0	11	44.0	9	36.0	9	36.0

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	-	-	-	
38 21 (55.3%)	Beginning	3			
	Intermediate	8	12		
	Advanced	6	3	2	
	Advanced High	3	0	1	
24 13 (54.2%)	Beginning	0			
	Intermediate	2	8		
	Advanced	8	3	3	
	Advanced High	0	0	0	
19 8 (42.1%)	Beginning	1			
	Intermediate	0	6		
	Advanced	0	6	4	
	Advanced High	0	0	2	
25 12 (48.0%)	Beginning	0			
	Intermediate	0	5		
	Advanced	0	3	8	
	Advanced High	0	0	9	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (16)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	2	12.5	5	33.3	1	6.3	0	0.0
	Advanced	4	25.0	9	56.3	3	20.0	2	12.5	7	46.7
	Advanced High	12	75.0	5	31.3	7	46.7	13	81.3	8	53.3
ALL (154)	Beginning	12	7.8	18	11.7	41	26.8	31	20.1	17	11.1
	Intermediate	35	22.7	65	42.2	61	39.9	63	40.9	55	35.9
	Advanced	56	36.4	47	30.5	29	19.0	23	14.9	56	36.6
	Advanced High	51	33.1	24	15.6	22	14.4	37	24.0	25	16.3

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
15 8 (53.3%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	7	
	Advanced High	0	0	8	
121 62 (51.2%)	Beginning	4			
	Intermediate	10	31		
	Advanced	14	15	24	
	Advanced High	3	0	20	

 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

71	80.9	85.3			91.5		78.9	
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GRADE 1 READING

40	86.9	92.1			95.0		91.2	
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GRADE 1 READING SPANISH

31	87.1	91.4			96.8		89.5	
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GRADE 2 MATHEMATICS

57	80.8	86.6	87.9		89.5	93.0	76.5	92.3
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GRADE 2 READING

41	77.1	84.7	87.7		85.4	100.0	72.1	91.3
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GRADE 2 READING SPANISH

16	80.9	85.7	90.1		100.0	100.0	75.1	92.0
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GRADE 3 MATHEMATICS

44	72.1	81.4	87.4		84.1	95.5	70.6	90.8
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GRADE 3 READING

27	65.0	79.0	88.8		85.2	100.0	62.6	88.7
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GRADE 3 READING SPANISH

17	41.2	64.7	82.4		29.4	88.2	57.7	88.7
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GRADE 4 LANGUAGE ARTS

19	73.1	80.8	91.8		100.0	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

25	72.0	76.7	84.6		72.0	100.0	68.5	91.9
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GRADE 4 MATHEMATICS

44	71.6	79.2	86.8		79.5	97.7	71.7	90.4
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GRADE 4 READING

17	63.2	79.9	91.9		88.2	100.0	68.8	92.4
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GRADE 4 READING SPANISH

25	75.6	83.7	84.6		100.0	100.0	80.7	91.8
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GRADE 5 MATHEMATICS

31	80.1	85.4	87.0		93.5	100.0	78.3	91.9
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GRADE 5 READING

24	62.3	81.2	84.5		91.7	100.0	79.5	94.1
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GRADE 5 READING SPANISH

7	79.2	84.8	81.3		100.0	100.0	79.8	94.9
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GRADE 5 SCIENCE

24	80.1	82.4	87.5		91.7	100.0	76.5	95.9
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GRADE 5 SCIENCE SPANISH

7	66.1	73.3	84.9		71.4	100.0	73.2	94.7
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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 READING SPANISH

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GRADE 5 SCIENCE

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GRADE 5 SCIENCE SPANISH

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