2018-19 School Profile
ONESIMO HERNANDEZ ELEMENTARY SCHOOL (TEA 269)

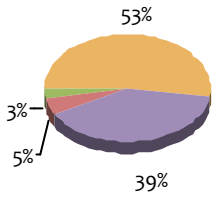
DALLAS INDEPENDENT SCHOOL DISTRICT

5555 MAPLE AV DALLAS, TX 75235 www.dallasisd.org/hernandez

Principal: LISA VEGA (lisavega@dallasisd.org) Phone: 972-925-2700

Elementary school with grades K–5 and a PK program. Choice school with no entrance requirements for enrollment.

Grd	Attendance Target: 97%		Enrollment N	Enrollment % Sch	% of Grade Level Afr. Am.	Hispanic	White	Other
PK	93.6%	×	20	6%	50%	50%	-	0%
KN	91.7%	×	39	12%	49%	41%	8%	3%
1	92.5%	×	49	15%	53%	37%	4%	6%
2	93.9%	×	54	17%	52%	35%	7%	6%
3	93.7%	×	46	14%	52%	41%	4%	2%
4	95.6%	×	60	18%	55%	37%	5%	3%
5	94.1%	×	58	18%	53%	41%	3%	2%
ALL	93.7%	×	326	–	52%	39%	5%	3%

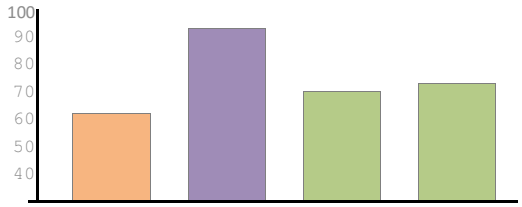


Student Group Enrollment		% of School
At Risk	210	65.0%
ELL	95	29.4%
Low SES	311	96.3%
SPED	34	10.5%
TAG	42	13.0%

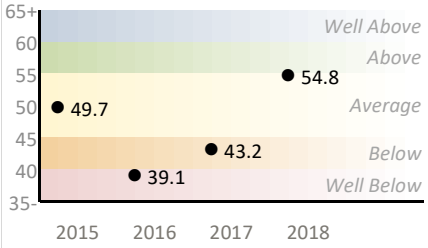
Attendance / Retention		2015-16	2016-17	2017-18
Students	Average student attendance rate	93.9%	↑ 94.2%	↓ 93.7%
	Percentage absent fewer than 10% of days enrolled	77.0%	↑ 79.0%	↓ 78.2%
Teachers	Average number of absences	6.5	↑ 7.7	↓ 5.0
	Percentage returned to campus from prior year	50.0%	↑ 72.0%	↓ 7.7%

Disciplinary Actions	15-16	16-17	17-18
In-School Suspension	1		15
Out-of-School Suspension	49	41	51
Alternative Placement			2

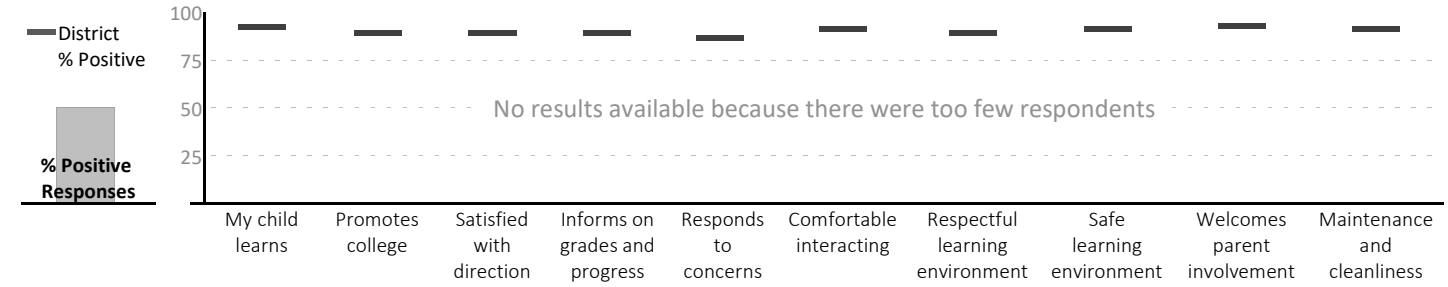
State Acct.	Met Standard (87)
Domains	I: Student Achievement IIA: Progress (Academic Growth) IIB: Progress (Relative Performance) III: Closing the Gaps
Distinctions	- Top 25% in academic growth



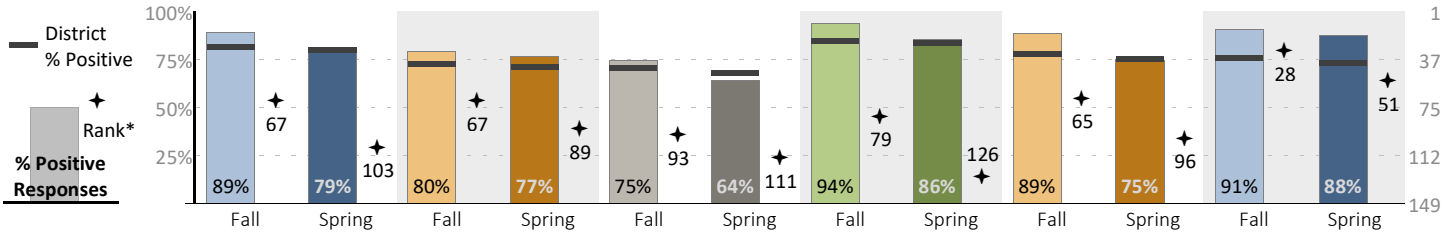
School Effectiveness Index



Parent Survey



Staff Climate Survey



*Rank out of 62 secondary, 149 elementary, or 15 magnet schools

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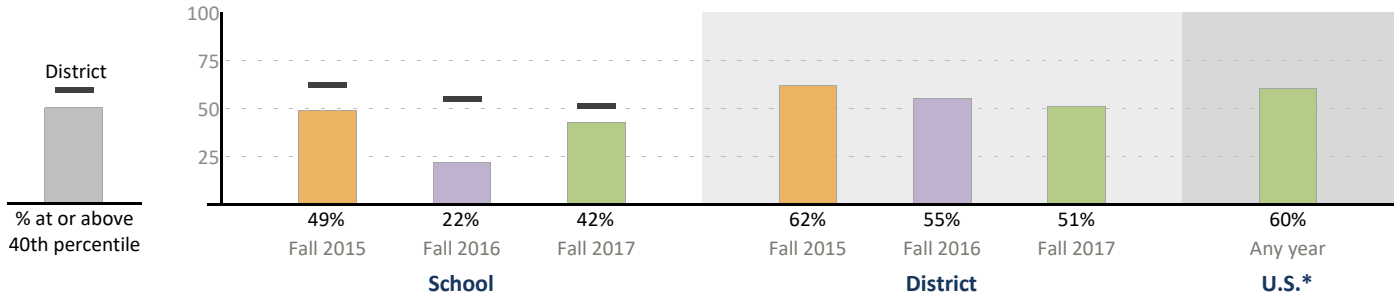
DALLAS INDEPENDENT SCHOOL DISTRICT

ISIP

Percentage of Students with "Kindergarten-Ready" Scores

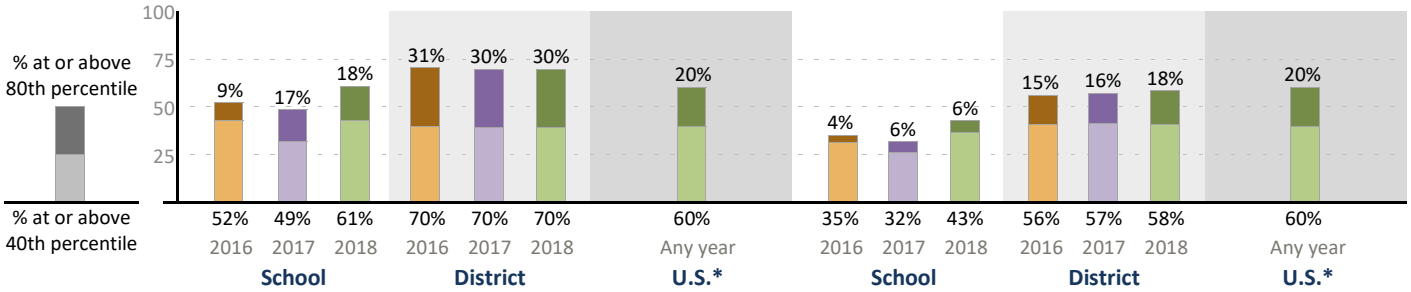


*Percentage approximate

TerraNova/SUPERA

Reading

Mathematics

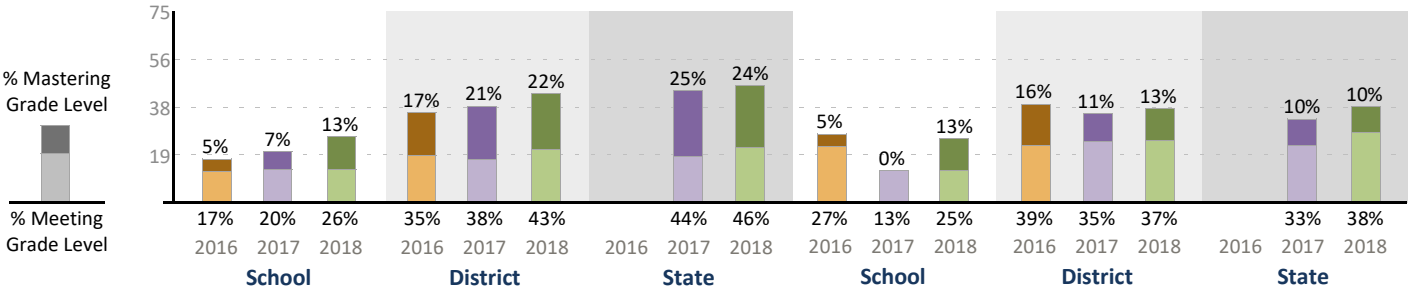


*Percentages approximate

STAAR

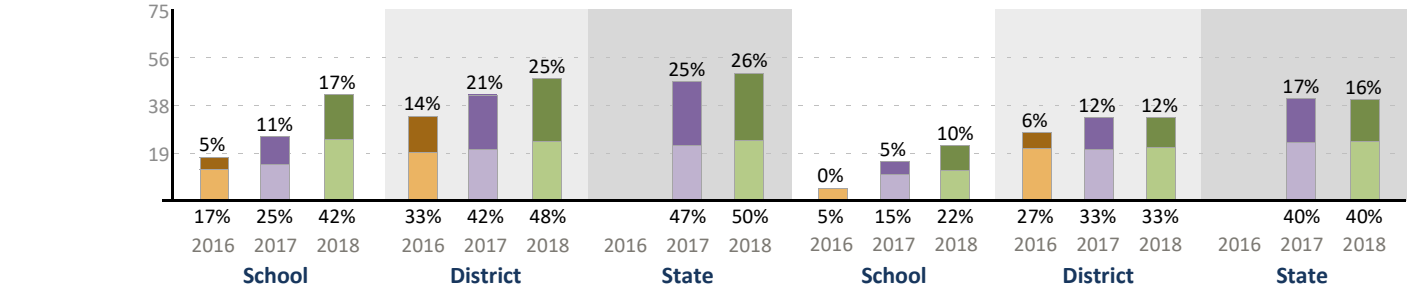
Reading (Grades 3+)

Writing (Grade 4)



Mathematics (Grades 3+)

Science (Grade 5)



2018-19 School Profile
Elementary School Metric and Term Definitions

DALLAS INDEPENDENT SCHOOL DISTRICT

Attendance	
Student attendance rate	Average of students' attendance rates (number of days in attendance out of number of days enrolled). The target for elementary schools is 97%.
Students absent fewer than 10% of days enrolled	An indicator of how many students are in regular attendance. Percentage of students with fewer than 10% absences (excused or unexcused) is based on a snapshot taken at the end of the fifth six-week grading period.
Enrollment	
Number enrolled by grade (N)	Average daily enrollment at the campus during the school year.
Percentage enrolled by grade (% Sch)	Grade-level percentage of total school enrollment.
Percentage in grade by race/ethnicity (% of Grade)	Percentage of students within grade level identified as African American, Hispanic, white, or other. Identification in a category provided by parents/guardians at registration. Students identified as Hispanic are not counted elsewhere.
Percentage enrolled by student group	Counts taken at the end of fifth six-week grading period based on data in student information system. Students may be classified in more than one or no student groups.
Teachers	
Teacher absences	Average number of days not at campus, such as for illness or personal business. Counts do not include vacation days or leave.
Teachers returning to campus	Percentage of teachers from previous school year who continued at the school. The number of teachers who were at the school in both current and previous years is divided by the number of teachers in the previous year. Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.
Discipline	
Frequency of disciplinary actions	Disciplinary actions reported to TEA in PEIMS summer submission. Reporting codes by action are in-school suspensions: 6, 26; out-of-school suspensions: 5, 25; alternative placement: 7; explusion: 2, 4.
Accountability Rating System for Texas Public Schools	
State accountability rating	Schools receive an overall scaled score in up to four areas (Domains I, IIA, IIB, and III) and an overall scaled score. Scaled scores range to 100. Schools can earn distinctions for student achievement in math, reading, science, and social studies; top 25% (among comparable schools) in student progress; top 25% in closing performance gaps; and postsecondary readiness.
School Effectiveness Index	
SEI	A measure of performance on assessments that is relative to other Dallas ISD schools. The SEI isolates a school's effect on student outcomes by controlling for differences the school cannot control, such as socio-economic status, neighborhood characteristics, and prior-year academic levels. A large change in one year, whether up or down, will typically be followed by a move in the opposite direction. This is expected based on the statistical model used for SEI; it is an example of the concept of "regression to the mean."
Parent Survey	
Percentage positive responses	Survey conducted in spring. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results are repeated on each profile.
Staff Climate Survey	
Percentage positive responses	Surveys conducted November and May. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results are repeated on each profile.
Istation's Indicators of Progress (ISIP)	
Percentage at or above the 40th percentile	Kindergarten readiness as measured using beginning-of-year ISIP scores. Includes results from English and Spanish assessments. Students scoring at or above the 40th percentile, based on ISIP's national normative sample, are considered to be kindergarten-ready. (Guidelines were developed in 2016 by Evaluation & Assessment, Early Childhood & Community Partnerships, and Bilingual/ESL.)
TerraNova/SUPERA	
Percentage at or above the 40th percentile	Percentage of students with scores at or above the 40th percentile using a national norm, meaning the score was at or above approximately 40 percent of all other scores in the U.S. Indicator of grade-level performance. TerraNova is an English-language assessement and SUPERA is the Spanish-language equivalent. The district administers the reading, language, and mathematics sections of these assessments to students in grades K-2; only the reading and mathematics are presented.
Percentage at or above the 80th percentile	Percentage of students with scores at or above the 80th percentile using a national norm, meaning the score was at or above approximately 80 percent of all other scores in the U.S. Indicator of advanced performance. Scores above the 80th percentile are a subset of scores above the 40th percentile.

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State of Texas Assessment of Academic Readiness (STAAR)

Percentage meeting grade level standard	Percentage of all tests with scores meeting grade level standard. Statistics include results from all STAAR test types. School's statistics based on results from students in the accountability subset. District and state statistics are based on grade levels at the campus. Students meeting grade level standard have a high likelihood of success in the next grade or course but may stil need some short-term, targeted acadmic intervention.
Percentage mastering grade level standard	Percentage of all tests with scores demonstrating mastery of grade level standard. Scores are a subset of scores that "meet grade level standard". Students mastering grade level standard are expected to succeed in the next grade or course with little or no academic intervention.