Campus Data Packet for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

STEPHEN C. FOSTER ELEMENTARY SCHOOL

STUDENTS AND STAFF

ENGLISH PROFICIENCY

LOCAL ASSESSMENT

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STEPHEN C. FOSTER ELEMENTARY SCHOOL (145)   **2**

September 3, 2020   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_CONTENTS   2020-21 Data Packet

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	102
KN	90
1	98
2	77
3	102
4	93
5	93
ALL	655

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	15	2.3	3	7.5
American Indian/Alaska Native	2	0.3	*	*
Asian/Hawaiian/Pacific Islander	1	0.2	*	*
Hispanic	634	96.8	27	67.5
White	2	0.3	8	20.0
Multiple	1	0.2	0	0.0
Other* (teachers only)	—	—	2	5.0
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indican/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	520	79.4
Economically disadvantaged	648	98.9
Limited English proficient (LEP)	536	81.8
Special education	68	10.4
Talented and Gifted (TAG)	81	12.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	90	1	1.1	0	0.0	0	0.0	86	95.6	3	3.3	0	0.0
	2019	113	5	4.4	1	0.9	1	0.9	105	92.9	1	0.9	0	0.0
	2020	102	2	2.0	0	0.0	1	1.0	99	97.1	0	0.0	0	0.0
KN	2018	76	2	2.6	0	0.0	0	0.0	73	96.1	1	1.3	0	0.0
	2019	99	2	2.0	0	0.0	0	0.0	95	96.0	1	1.0	1	1.0
	2020	90	3	3.3	0	0.0	0	0.0	86	95.6	1	1.1	0	0.0
1	2018	118	4	3.4	2	1.7	0	0.0	110	93.2	2	1.7	0	0.0
	2019	94	0	0.0	1	1.1	0	0.0	93	98.9	0	0.0	0	0.0
	2020	98	2	2.0	0	0.0	0	0.0	95	96.9	1	1.0	0	0.0
2	2018	99	3	3.0	1	1.0	0	0.0	94	94.9	1	1.0	0	0.0
	2019	113	4	3.5	2	1.8	0	0.0	105	92.9	2	1.8	0	0.0
	2020	77	1	1.3	0	0.0	0	0.0	76	98.7	0	0.0	0	0.0
3	2018	91	3	3.3	1	1.1	0	0.0	87	95.6	0	0.0	0	0.0
	2019	89	2	2.2	1	1.1	0	0.0	85	95.5	1	1.1	0	0.0
	2020	102	3	2.9	0	0.0	0	0.0	98	96.1	0	0.0	1	1.0
4	2018	117	4	3.4	0	0.0	0	0.0	112	95.7	1	0.9	0	0.0
	2019	100	2	2.0	1	1.0	0	0.0	97	97.0	0	0.0	0	0.0
	2020	93	2	2.2	1	1.1	0	0.0	90	96.8	0	0.0	0	0.0
5	2018	122	5	4.1	0	0.0	0	0.0	117	95.9	0	0.0	0	0.0
	2019	123	4	3.3	0	0.0	0	0.0	118	95.9	1	0.8	0	0.0
	2020	93	2	2.2	1	1.1	0	0.0	90	96.8	0	0.0	0	0.0
PK-5	2018	713	22	3.1	4	0.6	0	0.0	679	95.2	8	1.1	0	0.0
	2019	731	19	2.6	6	0.8	1	0.1	698	95.5	6	0.8	1	0.1
	2020	655	15	2.3	2	0.3	1	0.2	634	96.8	2	0.3	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	90	85	94.4	74	82.2	6	6.7	74	82.2	0	0.0	68	75.6	62.2	37.8	23.3
	2019	113	109	96.5	82	72.6	24	21.2	21	18.6	0	0.0	83	73.5	64.6	35.4	15.0
	2020	102	102	100.0	81	79.4	5	4.9	75	73.5	0	0.0	79	77.5	51.0	49.0	19.6
KN	2018	76	70	92.1	61	80.3	11	14.5	61	80.3	5	6.6	26	34.2	56.6	43.4	0.0
	2019	99	89	89.9	77	77.8	15	15.2	48	48.5	3	3.0	37	37.4	62.6	37.4	0.0
	2020	90	86	95.6	71	78.9	7	7.8	67	74.4	4	4.4	28	31.1	55.6	44.4	2.2
1	2018	118	103	87.3	94	79.7	15	12.7	98	83.1	12	10.2	8	6.8	52.5	47.5	9.3
	2019	94	84	89.4	78	83.0	18	19.1	70	74.5	8	8.5	16	17.0	61.7	38.3	13.8
	2020	98	98	100.0	76	77.6	10	10.2	65	66.3	11	11.2	15	15.3	57.1	42.9	13.3
2	2018	99	92	92.9	79	79.8	18	18.2	82	82.8	13	13.1	4	4.0	56.6	43.4	5.1
	2019	113	99	87.6	90	79.6	16	14.2	81	71.7	18	15.9	15	13.3	55.8	44.2	4.4
	2020	77	74	96.1	68	88.3	14	18.2	64	83.1	11	14.3	13	16.9	62.3	37.7	10.4
3	2018	91	90	98.9	71	78.0	13	14.3	73	80.2	20	22.0	5	5.5	54.9	45.1	0.0
	2019	89	78	87.6	73	82.0	13	14.6	65	73.0	15	16.9	10	11.2	59.6	40.4	0.0
	2020	102	102	100.0	84	82.4	11	10.8	83	81.4	18	17.6	20	19.6	56.9	43.1	2.9
4	2018	117	115	98.3	89	76.1	12	10.3	97	82.9	24	20.5	8	6.8	52.1	47.9	0.0
	2019	100	84	84.0	78	78.0	12	12.0	69	69.0	21	21.0	18	18.0	60.0	40.0	2.0
	2020	93	93	100.0	80	86.0	11	11.8	85	91.4	18	19.4	18	19.4	57.0	43.0	1.1
5	2018	122	114	93.4	97	79.5	14	11.5	114	93.4	24	19.7	9	7.4	52.5	47.5	2.5
	2019	123	108	87.8	98	79.7	10	8.1	93	75.6	27	22.0	17	13.8	52.8	47.2	3.3
	2020	93	93	100.0	76	81.7	10	10.8	81	87.1	19	20.4	9	9.7	52.7	47.3	1.1
PK-5	2018	713	669	93.8	565	79.2	89	12.5	599	84.0	98	13.7	128	18.0	55.0	45.0	5.6
	2019	731	651	89.1	576	78.8	108	14.8	447	61.1	92	12.6	196	26.8	59.4	40.6	5.6
	2020	655	648	98.9	536	81.8	68	10.4	520	79.4	81	12.4	182	27.8	55.9	44.1	7.3

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	74	11,061	71	95.6	10,520	95.1	9	12.2	17.8	68	9,830	92.1	88.9
	2019	93	10,918	89	95.0	10,370	95.0	3	3.2	5.7	77	9,637	82.6	88.3
	2020	83	10,874	80	95.7	10,319	94.9	3	3.6	3.8	75	9,815	89.9	90.3
1	2018	118	11,550	114	96.5	11,055	95.7	11	9.3	16.6	113	10,347	95.5	89.6
	2019	92	11,198	87	95.3	10,715	95.7	3	3.3	5.0	76	10,069	83.0	89.9
	2020	98	11,192	94	95.9	10,678	95.4	3	3.1	3.9	89	10,139	90.8	90.6
2	2018	99	11,864	95	96.4	11,398	96.1	15	15.1	15.9	89	10,717	89.9	90.3
	2019	109	11,232	105	96.3	10,781	96.0	3	2.8	4.8	100	10,169	91.7	90.5
	2020	74	11,070	72	97.0	10,616	95.9	2	2.7	3.2	70	10,175	94.0	91.9
3	2018	91	12,536	88	96.7	12,080	96.4	6	6.6	14.4	83	11,431	91.5	91.2
	2019	89	11,452	86	97.1	11,029	96.3	3	3.4	4.6	79	10,478	89.2	91.5
	2020	101	11,093	98	96.6	10,664	96.1	5	4.9	3.5	93	10,181	91.9	91.8
4	2018	118	12,675	114	97.0	12,235	96.5	8	6.8	14.1	112	11,637	95.1	91.8
	2019	96	12,118	92	95.7	11,690	96.5	3	3.1	4.9	79	11,112	82.2	91.7
	2020	91	11,323	88	97.2	10,902	96.3	2	2.2	3.4	86	10,479	95.0	92.5
5	2018	119	12,498	116	97.0	12,078	96.6	1	0.8	6.1	109	11,513	91.3	92.1
	2019	119	12,193	114	96.3	11,779	96.6	5	4.2	4.5	108	11,300	91.0	92.7
	2020	92	11,957	89	96.3	11,518	96.3	3	3.3	3.2	87	11,098	94.5	92.8
KN-5	2018	619	72,186	598	96.6	69,366	96.1	50	8.1	14.0	574	65,475	92.7	90.7
	2019	597	69,110	573	96.0	66,364	96.0	20	3.3	4.9	519	62,765	86.9	90.8
	2020	540	67,509	520	96.4	64,698	95.8	18	3.3	3.5	500	61,887	92.6	91.7

Teachers: 40

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	7.5
Hispanic	27	67.5
White	8	20.0
Multiple	0	0.0
Other	2	5.0

Gender	Number	Percentage
Female	29	72.5
Male	11	27.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	8.7	80.0
2018-19	6.2	68.2
2019-20	5.5	55.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	7	17.5
1	2	5.0
2	4	10.0
3	0	0.0
4	1	2.5
5	2	5.0
1-3	6	15.0
More than 3	27	67.5
1 - 5	9	22.5
6 - 10	13	32.5
11 - 20	10	25.0
More than 20	1	2.5

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	2020 Level	Listening N	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
KN (73)	Beginning	49	67.1	58	79.5	69	98.6	69	97.2	59	80.8
	Intermediate	19	26.0	12	16.4	0	0.0	1	1.4	12	16.4
	Advanced	4	5.5	3	4.1	1	1.4	0	0.0	1	1.4
	Advanced High	1	1.4	0	0.0	0	0.0	1	1.4	1	1.4
1 (76)	Beginning	23	30.3	33	43.4	60	82.2	52	70.3	33	43.4
	Intermediate	35	46.1	29	38.2	11	15.1	18	24.3	31	40.8
	Advanced	9	11.8	10	13.2	0	0.0	2	2.7	10	13.2
	Advanced High	9	11.8	4	5.3	2	2.7	2	2.7	2	2.6
2 (63)	Beginning	9	14.5	16	25.8	22	34.9	27	42.9	11	17.7
	Intermediate	25	40.3	35	56.5	26	41.3	25	39.7	35	56.5
	Advanced	21	33.9	6	9.7	11	17.5	8	12.7	13	21.0
	Advanced High	7	11.3	5	8.1	4	6.3	3	4.8	3	4.8
3 (83)	Beginning	12	16.4	28	38.4	25	30.1	26	33.8	18	25.0
	Intermediate	15	20.5	33	45.2	31	37.3	23	29.9	27	37.5
	Advanced	24	32.9	9	12.3	15	18.1	9	11.7	20	27.8
	Advanced High	22	30.1	3	4.1	12	14.5	19	24.7	7	9.7
4 (78)	Beginning	22	28.6	20	26.0	20	26.3	18	23.4	18	24.0
	Intermediate	24	31.2	44	57.1	24	31.6	23	29.9	25	33.3
	Advanced	17	22.1	12	15.6	19	25.0	21	27.3	26	34.7
	Advanced High	14	18.2	1	1.3	13	17.1	15	19.5	6	8.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years — N (%) Progressed	2020 Level	2019 Level — Beg	Int	Adv	Adv High
—	Beginning	–			
—	Intermediate	–		–	
	Advanced	–	–	–	
	Advanced High	–	–	–	
66 — 32 (48.5%)	Beginning	25			
	Intermediate	22	8		
	Advanced	3	5	1	
	Advanced High	0	0	2	
51 — 26 (51.0%)	Beginning	4			
	Intermediate	15	16		
	Advanced	1	7	4	
	Advanced High	0	2	1	
66 — 23 (34.8%)	Beginning	7			
	Intermediate	8	17		
	Advanced	0	8	12	
	Advanced High	0	1	6	
62 — 11 (17.7%)	Beginning	5			
	Intermediate	1	22		
	Advanced	0	4	21	
	Advanced High	0	0	6	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: / 2020 Level	Listening N	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
5 (74)	Beginning	18	24.7	21	28.8	15	21.1	14	19.2	15	21.4
	Intermediate	16	21.9	27	37.0	18	25.4	14	19.2	18	25.7
	Advanced	16	21.9	22	30.1	24	33.8	16	21.9	23	32.9
	Advanced High	23	31.5	3	4.1	14	19.7	29	39.7	14	20.0
ALL (447)	Beginning	133	30.6	176	40.6	211	48.4	206	47.4	154	36.0
	Intermediate	134	30.9	180	41.5	110	25.2	104	23.9	148	34.6
	Advanced	91	21.0	62	14.3	70	16.1	56	12.9	93	21.7
	Advanced High	76	17.5	16	3.7	45	10.3	69	15.9	33	7.7

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years / N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
64 / **26 (40.6%)**	Beginning	7			
	Intermediate	1	15		
	Advanced	1	10	12	
	Advanced High	0	1	13	
309 / **118 (38.2%)**	Beginning	48			
	Intermediate	47	78		
	Advanced	5	34	50	
	Advanced High	0	4	28	

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
Elementary School Exams								
GRADE 1 MATHEMATICS								
76	77.4	82.6			82.9		78.9	
GRADE 1 MATHEMATICS SPANISH								
1	*	*			*		65.5	
GRADE 1 READING								
22	78.6	87.2			86.4		91.2	
GRADE 1 READING SPANISH								
55	78.4	85.6			89.1		89.5	
GRADE 2 MATHEMATICS								
60	69.9	79.0	85.0		71.7	91.7	76.5	92.3
GRADE 2 READING								
11	65.9	77.3	90.3		81.8	100.0	72.1	91.3
GRADE 2 READING SPANISH								
54	74.7	81.0	85.9		81.5	96.3	75.1	92.0
GRADE 3 MATHEMATICS								
80	62.8	75.2	85.1		65.0	93.8	70.6	90.8
GRADE 3 MATHEMATICS SPANISH								
2	*	*	*		*	*	57.0	*
GRADE 3 READING								
23	50.4	70.3	82.8		52.2	95.7	62.6	88.7

SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
GRADE 1 MATHEMATICS								
GRADE 1 MATHEMATICS SPANISH								
GRADE 1 READING								
GRADE 1 READING SPANISH								
GRADE 2 MATHEMATICS								
GRADE 2 READING								
GRADE 2 READING SPANISH								
GRADE 3 MATHEMATICS								
GRADE 3 MATHEMATICS SPANISH								
GRADE 3 READING								

SEMESTER 1 TESTS

| Number Tested | Averages | | | | % Passing | | District % Passing | |
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
GRADE 3 READING SPANISH								
61	50.7	70.4	77.0		49.2	83.6	57.7	88.7
GRADE 4 LANGUAGE ARTS								
20	63.2	73.7	83.6		70.0	90.0	68.3	91.7
GRADE 4 LANGUAGE ARTS SPANISH								
54	69.1	74.2	83.7		66.7	100.0	68.5	91.9
GRADE 4 MATHEMATICS								
71	62.9	72.9	83.7		64.8	95.8	71.7	90.4
GRADE 4 MATHEMATICS SPANISH								
3	*	*	*		*	*	50.4	*
GRADE 4 READING								
24	42.3	68.5	84.4		50.0	100.0	68.8	92.4
GRADE 4 READING SPANISH								
50	73.9	82.6	81.3		90.0	92.0	80.7	91.8
GRADE 5 MATHEMATICS								
64	77.1	83.3	85.0		89.1	96.9	78.3	91.9
GRADE 5 MATHEMATICS SPANISH								
10	71.8	81.2	82.3		80.0	90.0	56.2	79.9
GRADE 5 READING								
25	48.4	74.2	84.5		76.0	100.0	79.5	94.1
GRADE 5 READING SPANISH								
50	72.8	80.1	85.0		86.0	96.0	79.8	94.9

SEMESTER 2 TESTS

| Number Tested | Averages | | | | % Passing | | District % Passing | |
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
GRADE 3 READING SPANISH								
GRADE 4 LANGUAGE ARTS								
GRADE 4 LANGUAGE ARTS SPANISH								
GRADE 4 MATHEMATICS								
GRADE 4 MATHEMATICS SPANISH								
GRADE 4 READING								
GRADE 4 READING SPANISH								
GRADE 5 MATHEMATICS								
GRADE 5 MATHEMATICS SPANISH								
GRADE 5 READING								
GRADE 5 READING SPANISH								

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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 5 SCIENCE

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
48	80.3	82.6	83.7		81.3	100.0	76.5	95.9

GRADE 5 SCIENCE SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
27	71.6	77.6	80.2		70.4	96.3	73.2	94.7

SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

GRADE 5 SCIENCE

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

GRADE 5 SCIENCE SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course