School Number 152

MARGARET B. HENDERSON ELEMENTARY SCHOOL

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MARGARET B. HENDERSON ELEMENTARY SCHOOL (152)   **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	78
KN	62
1	50
2	63
3	59
4	58
5	68
ALL	438

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	15	3.4	4	12.9
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	1	0.2	*	*
Hispanic	417	95.2	19	61.3
White	3	0.7	6	19.4
Multiple	2	0.5	1	3.2
Other* (teachers only)	—	—	1	3.2
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	250	57.1
Economically disadvantaged	392	89.5
Limited English proficient (LEP)	253	57.8
Special education	35	8.0
Talented and Gifted (TAG)	77	17.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	83	1	1.2	0	0.0	0	0.0	81	97.6	1	1.2	0	0.0
	2019	78	3	3.8	0	0.0	0	0.0	74	94.9	1	1.3	0	0.0
	2020	78	1	1.3	0	0.0	1	1.3	76	97.4	0	0.0	0	0.0
KN	2018	55	1	1.8	0	0.0	0	0.0	53	96.4	1	1.8	0	0.0
	2019	53	3	5.7	0	0.0	0	0.0	49	92.5	1	1.9	0	0.0
	2020	62	3	4.8	0	0.0	0	0.0	58	93.5	0	0.0	1	1.6
1	2018	71	1	1.4	0	0.0	0	0.0	70	98.6	0	0.0	0	0.0
	2019	58	3	5.2	0	0.0	0	0.0	54	93.1	1	1.7	0	0.0
	2020	50	2	4.0	0	0.0	0	0.0	47	94.0	1	2.0	0	0.0
2	2018	54	0	0.0	0	0.0	0	0.0	54	100.0	0	0.0	0	0.0
	2019	64	2	3.1	0	0.0	0	0.0	61	95.3	0	0.0	1	1.6
	2020	63	5	7.9	0	0.0	0	0.0	56	88.9	1	1.6	1	1.6
3	2018	77	0	0.0	0	0.0	0	0.0	77	100.0	0	0.0	0	0.0
	2019	59	2	3.4	1	1.7	0	0.0	56	94.9	0	0.0	0	0.0
	2020	59	2	3.4	0	0.0	0	0.0	56	94.9	1	1.7	0	0.0
4	2018	70	3	4.3	0	0.0	0	0.0	66	94.3	1	1.4	0	0.0
	2019	73	0	0.0	0	0.0	0	0.0	73	100.0	0	0.0	0	0.0
	2020	58	2	3.4	0	0.0	0	0.0	56	96.6	0	0.0	0	0.0
5	2018	76	0	0.0	0	0.0	0	0.0	76	100.0	0	0.0	0	0.0
	2019	64	2	3.1	0	0.0	0	0.0	62	96.9	0	0.0	0	0.0
	2020	68	0	0.0	0	0.0	0	0.0	68	100.0	0	0.0	0	0.0
PK-5	2018	486	6	1.2	0	0.0	0	0.0	477	98.1	3	0.6	0	0.0
	2019	449	15	3.3	1	0.2	0	0.0	429	95.5	3	0.7	1	0.2
	2020	438	15	3.4	0	0.0	1	0.2	417	95.2	3	0.7	2	0.5

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	83	82	98.8	50	60.2	0	0.0	56	67.5	0	0.0	79	95.2	47.0	53.0	6.0
	2019	78	77	98.7	45	57.7	1	1.3	17	21.8	0	0.0	53	67.9	39.7	60.3	34.6
	2020	78	78	100.0	49	62.8	1	1.3	49	62.8	0	0.0	58	74.4	47.4	52.6	25.6
KN	2018	55	48	87.3	34	61.8	2	3.6	33	60.0	7	12.7	9	16.4	52.7	47.3	0.0
	2019	53	45	84.9	31	58.5	2	3.8	30	56.6	4	7.5	9	17.0	64.2	35.8	0.0
	2020	62	59	95.2	37	59.7	5	8.1	36	58.1	3	4.8	9	14.5	50.0	50.0	1.6
1	2018	71	58	81.7	37	52.1	4	5.6	41	57.7	9	12.7	5	7.0	53.5	46.5	4.2
	2019	58	56	96.6	38	65.5	4	6.9	38	65.5	9	15.5	4	6.9	55.2	44.8	5.2
	2020	50	42	84.0	27	54.0	4	8.0	21	42.0	10	20.0	3	6.0	64.0	36.0	2.0
2	2018	54	47	87.0	28	51.9	4	7.4	31	57.4	10	18.5	1	1.9	61.1	38.9	5.6
	2019	64	56	87.5	33	51.6	6	9.4	33	51.6	13	20.3	3	4.7	50.0	50.0	0.0
	2020	63	56	88.9	37	58.7	8	12.7	37	58.7	15	23.8	5	7.9	52.4	47.6	1.6
3	2018	77	73	94.8	44	57.1	6	7.8	48	62.3	10	13.0	1	1.3	51.9	48.1	2.6
	2019	59	53	89.8	35	59.3	6	10.2	38	64.4	12	20.3	2	3.4	54.2	45.8	0.0
	2020	59	50	84.7	27	45.8	5	8.5	27	45.8	18	30.5	5	8.5	47.5	52.5	1.7
4	2018	70	64	91.4	40	57.1	9	12.9	50	71.4	15	21.4	3	4.3	47.1	52.9	0.0
	2019	73	62	84.9	45	61.6	4	5.5	50	68.5	15	20.5	4	5.5	57.5	42.5	0.0
	2020	58	48	82.8	33	56.9	8	13.8	38	65.5	17	29.3	3	5.2	51.7	48.3	0.0
5	2018	76	73	96.1	37	48.7	11	14.5	62	81.6	21	27.6	1	1.3	48.7	51.3	0.0
	2019	64	58	90.6	36	56.3	4	6.3	45	70.3	16	25.0	4	6.3	46.9	53.1	0.0
	2020	68	59	86.8	43	63.2	4	5.9	42	61.8	14	20.6	4	5.9	54.4	45.6	0.0
PK-5	2018	486	445	91.6	270	55.6	36	7.4	321	66.0	72	14.8	99	20.4	51.2	48.8	2.7
	2019	449	407	90.6	263	58.6	27	6.0	251	55.9	69	15.4	79	17.6	51.9	48.1	6.7
	2020	438	392	89.5	253	57.8	35	8.0	250	57.1	77	17.6	87	19.9	52.1	47.9	5.5

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	53	11,061	50	95.8	10,520	95.1	10	19.0	17.8	49	9,830	93.0	88.9
	2019	54	10,918	51	95.0	10,370	95.0	2	3.7	5.7	48	9,637	89.5	88.3
	2020	59	10,874	57	95.3	10,319	94.9	1	1.7	3.8	55	9,815	92.7	90.3
1	2018	70	11,550	67	95.8	11,055	95.7	9	12.9	16.6	64	10,347	91.7	89.6
	2019	57	11,198	55	96.4	10,715	95.7	1	1.7	5.0	57	10,069	99.2	89.9
	2020	52	11,192	50	95.1	10,678	95.4	0	0.0	3.9	44	10,139	84.5	90.6
2	2018	57	11,864	55	96.9	11,398	96.1	6	10.5	15.9	53	10,717	93.0	90.3
	2019	64	11,232	61	96.5	10,781	96.0	1	1.6	4.8	60	10,169	94.3	90.5
	2020	60	11,070	58	96.2	10,616	95.9	0	0.0	3.2	58	10,175	95.9	91.9
3	2018	78	12,536	75	96.5	12,080	96.4	3	3.9	14.4	76	11,431	97.8	91.2
	2019	59	11,452	57	96.9	11,029	96.3	1	1.7	4.6	56	10,478	95.3	91.5
	2020	63	11,093	61	97.2	10,664	96.1	4	6.4	3.5	57	10,181	90.8	91.8
4	2018	70	12,675	68	97.2	12,235	96.5	5	7.1	14.1	69	11,637	98.3	91.8
	2019	71	12,118	69	96.5	11,690	96.5	1	1.4	4.9	66	11,112	92.5	91.7
	2020	56	11,323	54	96.7	10,902	96.3	2	3.5	3.4	52	10,479	92.3	92.5
5	2018	76	12,498	74	97.6	12,078	96.6	0	0.0	6.1	72	11,513	95.1	92.1
	2019	63	12,193	61	96.5	11,779	96.6	2	3.2	4.5	60	11,300	94.8	92.7
	2020	69	11,957	67	96.6	11,518	96.3	1	1.5	3.2	66	11,098	95.8	92.8
KN-5	2018	403	72,186	390	96.7	69,366	96.1	33	8.2	14.0	383	65,475	95.0	90.7
	2019	368	69,110	355	96.3	66,364	96.0	8	2.2	4.9	347	62,765	94.3	90.8
	2020	360	67,509	346	96.2	64,698	95.8	8	2.2	3.5	332	61,887	92.3	91.7

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Teachers: 31

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	4	12.9
Hispanic	19	61.3
White	6	19.4
Multiple	1	3.2
Other	1	3.2

Gender	Number	Percentage
Female	26	83.9
Male	5	16.1

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.7	84.8
2018-19	5.8	67.6
2019-20	3.5	75.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	4	12.9
1	3	9.7
2	0	0.0
3	1	3.2
4	3	9.7
5	3	9.7
1-3	4	12.9
More than 3	23	74.2
1 - 5	10	32.3
6 - 10	4	12.9
11 - 20	8	25.8
More than 20	5	16.1

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (36)	Beginning	23	63.9	22	61.1	34	94.4	34	94.4	26	72.2
	Intermediate	13	36.1	14	38.9	2	5.6	2	5.6	10	27.8
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (27)	Beginning	3	11.1	2	7.4	17	63.0	15	55.6	3	11.1
	Intermediate	18	66.7	20	74.1	10	37.0	7	25.9	19	70.4
	Advanced	6	22.2	5	18.5	0	0.0	5	18.5	5	18.5
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (37)	Beginning	2	5.4	5	13.5	8	21.6	4	10.8	3	8.1
	Intermediate	6	16.2	17	45.9	16	43.2	18	48.6	11	29.7
	Advanced	16	43.2	9	24.3	11	29.7	10	27.0	18	48.6
	Advanced High	13	35.1	6	16.2	2	5.4	5	13.5	5	13.5
3 (27)	Beginning	0	0.0	2	7.4	2	7.4	1	3.7	1	3.7
	Intermediate	1	3.7	10	37.0	16	59.3	6	22.2	5	18.5
	Advanced	9	33.3	9	33.3	7	25.9	9	33.3	19	70.4
	Advanced High	17	63.0	6	22.2	2	7.4	11	40.7	2	7.4
4 (34)	Beginning	5	15.2	4	12.1	6	17.6	3	9.1	3	9.1
	Intermediate	7	21.2	12	36.4	4	11.8	8	24.2	7	21.2
	Advanced	7	21.2	15	45.5	6	17.6	7	21.2	12	36.4
	Advanced High	14	42.4	2	6.1	18	52.9	15	45.5	11	33.3

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	–	–		–
25 16 (64.0%)	Beginning	2			
	Intermediate	11		7	
	Advanced	3	2	0	
	Advanced High	0	0	0	
34 22 (64.7%)	Beginning	2			
	Intermediate	4		6	
	Advanced	1	12	4	
	Advanced High	0	2	3	
27 17 (63.0%)	Beginning	1			
	Intermediate	0		5	
	Advanced	1	14	4	
	Advanced High	0	1	1	
30 15 (50.0%)	Beginning	1			
	Intermediate	0		6	
	Advanced	0	4	8	
	Advanced High	0	0	11	

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 (43)	Beginning	3	7.0	2	4.7	6	14.0	3	7.0	2	4.7
	Intermediate	5	11.6	10	23.3	10	23.3	5	11.6	7	16.3
	Advanced	8	18.6	15	34.9	8	18.6	0	0.0	9	20.9
	Advanced High	27	62.8	16	37.2	19	44.2	35	81.4	25	58.1
ALL (204)	Beginning	36	17.7	37	18.2	73	35.8	60	29.6	38	18.7
	Intermediate	50	24.6	83	40.9	58	28.4	46	22.7	59	29.1
	Advanced	46	22.7	53	26.1	32	15.7	31	15.3	63	31.0
	Advanced High	71	35.0	30	14.8	41	20.1	66	32.5	43	21.2

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
37 **32 (86.5%)**	Beginning		1		
	Intermediate	3		0	
	Advanced	0	4	4	
	Advanced High	0	4	21	
153 **102 (66.7%)**	Beginning		7		
	Intermediate	18		24	
	Advanced	5	36	20	
	Advanced High	0	7	36	

Indicates students who progressed at least one level from 2019 to 2020.

SEMESTER 1 TESTS

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

Elementary School Exams

GRADE 1 MATHEMATICS

| 51 | 80.0 | 84.6 | | | 82.4 | | 78.9 | |

GRADE 1 READING

| 25 | 79.6 | 87.8 | | | 96.0 | | 91.2 | |

GRADE 1 READING SPANISH

| 26 | 79.2 | 86.2 | | | 84.6 | | 89.5 | |

GRADE 2 MATHEMATICS

| 59 | 78.9 | 85.2 | 84.1 | | 89.8 | 91.5 | 76.5 | 92.3 |

GRADE 2 READING

| 21 | 66.4 | 77.6 | 87.2 | | 71.4 | 100.0 | 72.1 | 91.3 |

GRADE 2 READING SPANISH

| 38 | 74.9 | 81.2 | 89.5 | | 81.6 | 94.7 | 75.1 | 92.0 |

GRADE 3 MATHEMATICS

| 59 | 72.6 | 81.7 | 82.5 | | 91.5 | 93.2 | 70.6 | 90.8 |

GRADE 3 READING

| 31 | 59.0 | 75.4 | 79.2 | | 74.2 | 93.5 | 62.6 | 88.7 |

GRADE 3 READING SPANISH

| 28 | 61.6 | 77.0 | 83.8 | | 82.1 | 100.0 | 57.7 | 88.7 |

GRADE 4 LANGUAGE ARTS

| 26 | 60.4 | 71.7 | 80.0 | | 69.2 | 92.3 | 68.3 | 91.7 |

SEMESTER 2 TESTS

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

GRADE 1 MATHEMATICS

| | | | | | | | | |

GRADE 1 READING

| | | | | | | | | |

GRADE 1 READING SPANISH

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GRADE 2 MATHEMATICS

| | | | | | | | | |

GRADE 2 READING

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GRADE 2 READING SPANISH

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GRADE 3 MATHEMATICS

| | | | | | | | | |

GRADE 3 READING

| | | | | | | | | |

GRADE 3 READING SPANISH

| | | | | | | | | |

GRADE 4 LANGUAGE ARTS

| | | | | | | | | |

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

| 27 | 79.1 | 82.6 | 85.8 | | 88.9 | 96.3 | 68.5 | 91.9 |

GRADE 4 MATHEMATICS

| 52 | 78.1 | 84.0 | 83.7 | | 84.6 | 98.1 | 71.7 | 90.4 |

GRADE 4 MATHEMATICS SPANISH

| 1 | * | * | * | | * | | 50.4 | * |

GRADE 4 READING

| 29 | 52.1 | 73.9 | 80.3 | | 65.5 | 89.7 | 68.8 | 92.4 |

GRADE 4 READING SPANISH

| 24 | 80.6 | 87.1 | 85.3 | | 95.8 | 95.8 | 80.7 | 91.8 |

GRADE 5 MATHEMATICS

| 63 | 82.6 | 87.3 | 85.5 | | 85.7 | 88.9 | 78.3 | 91.9 |

GRADE 5 MATHEMATICS SPANISH

| 1 | * | * | * | | * | * | 56.2 | * |

GRADE 5 READING

| 32 | 62.8 | 81.4 | 86.5 | | 90.6 | 100.0 | 79.5 | 94.1 |

GRADE 5 READING SPANISH

| 32 | 79.3 | 84.8 | 84.8 | | 84.4 | 93.8 | 79.8 | 94.9 |

GRADE 5 SCIENCE

| 63 | 86.2 | 87.8 | 84.3 | | 90.5 | 95.2 | 76.5 | 95.9 |

GRADE 5 SCIENCE SPANISH

| 1 | * | * | * | | * | * | 73.2 | * |

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

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

GRADE 5 SCIENCE

GRADE 5 SCIENCE SPANISH

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