



School Number 170

RICHARD LAGOW 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	62
KN	70
1	67
2	74
3	89
4	79
5	76
ALL	517

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	96	18.6	12	34.3
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	3	0.6	*	*
Hispanic	399	77.2	14	40.0
White	14	2.7	7	20.0
Multiple	4	0.8	2	5.7
Other* (teachers only)	—	—	0	0.0
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	290	56.1
Economically disadvantaged	489	94.6
Limited English proficient (LEP)	280	54.2
Special education	33	6.4
Talented and Gifted (TAG)	59	11.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	57	6	10.5	0	0.0	1	1.8	48	84.2	2	3.5	0	0.0
	2019	58	9	15.5	0	0.0	0	0.0	48	82.8	0	0.0	1	1.7
	2020	62	10	16.1	0	0.0	1	1.6	50	80.6	0	0.0	1	1.6
KN	2018	78	16	20.5	0	0.0	0	0.0	57	73.1	5	6.4	0	0.0
	2019	74	7	9.5	0	0.0	1	1.4	64	86.5	2	2.7	0	0.0
	2020	70	15	21.4	1	1.4	0	0.0	53	75.7	1	1.4	0	0.0
1	2018	83	19	22.9	0	0.0	1	1.2	58	69.9	5	6.0	0	0.0
	2019	78	17	21.8	0	0.0	0	0.0	57	73.1	4	5.1	0	0.0
	2020	67	4	6.0	0	0.0	1	1.5	61	91.0	0	0.0	1	1.5
2	2018	75	11	14.7	0	0.0	0	0.0	60	80.0	4	5.3	0	0.0
	2019	80	20	25.0	0	0.0	1	1.3	55	68.8	3	3.8	1	1.3
	2020	74	15	20.3	0	0.0	0	0.0	55	74.3	4	5.4	0	0.0
3	2018	72	16	22.2	0	0.0	0	0.0	52	72.2	4	5.6	0	0.0
	2019	83	16	19.3	0	0.0	0	0.0	65	78.3	2	2.4	0	0.0
	2020	89	24	27.0	0	0.0	1	1.1	59	66.3	4	4.5	1	1.1
4	2018	82	16	19.5	0	0.0	0	0.0	64	78.0	2	2.4	0	0.0
	2019	76	16	21.1	0	0.0	0	0.0	59	77.6	1	1.3	0	0.0
	2020	79	13	16.5	0	0.0	0	0.0	64	81.0	2	2.5	0	0.0
5	2018	67	15	22.4	0	0.0	0	0.0	47	70.1	4	6.0	1	1.5
	2019	83	15	18.1	0	0.0	0	0.0	66	79.5	2	2.4	0	0.0
	2020	76	15	19.7	0	0.0	0	0.0	57	75.0	3	3.9	1	1.3
PK-5	2018	514	99	19.3	0	0.0	2	0.4	386	75.1	26	5.1	1	0.2
	2019	532	100	18.8	0	0.0	2	0.4	414	77.8	14	2.6	2	0.4
	2020	517	96	18.6	1	0.2	3	0.6	399	77.2	14	2.7	4	0.8

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	57	56	98.2	33	57.9	1	1.8	33	57.9	0	0.0	51	89.5	52.6	47.4	10.5
	2019	58	58	100.0	38	65.5	2	3.4	7	12.1	0	0.0	50	86.2	46.6	53.4	12.1
	2020	62	62	100.0	35	56.5	0	0.0	35	56.5	0	0.0	57	91.9	46.8	53.2	8.1
KN	2018	78	70	89.7	36	46.2	6	7.7	36	46.2	3	3.8	15	19.2	62.8	37.2	0.0
	2019	74	71	95.9	40	54.1	3	4.1	34	45.9	3	4.1	20	27.0	55.4	44.6	0.0
	2020	70	65	92.9	40	57.1	3	4.3	39	55.7	9	12.9	21	30.0	48.6	51.4	0.0
1	2018	83	73	88.0	45	54.2	6	7.2	45	54.2	9	10.8	7	8.4	47.0	53.0	0.0
	2019	78	71	91.0	36	46.2	5	6.4	34	43.6	5	6.4	7	9.0	57.7	42.3	0.0
	2020	67	65	97.0	38	56.7	3	4.5	36	53.7	6	9.0	8	11.9	53.7	46.3	1.5
2	2018	75	63	84.0	41	54.7	4	5.3	41	54.7	9	12.0	6	8.0	54.7	45.3	0.0
	2019	80	73	91.3	43	53.8	2	2.5	40	50.0	10	12.5	5	6.3	47.5	52.5	1.3
	2020	74	69	93.2	37	50.0	5	6.8	37	50.0	8	10.8	5	6.8	54.1	45.9	0.0
3	2018	72	66	91.7	35	48.6	7	9.7	33	45.8	11	15.3	7	9.7	38.9	61.1	0.0
	2019	83	75	90.4	43	51.8	9	10.8	43	51.8	9	10.8	5	6.0	55.4	44.6	1.2
	2020	89	85	95.5	46	51.7	6	6.7	45	50.6	14	15.7	9	10.1	50.6	49.4	1.1
4	2018	82	77	93.9	45	54.9	7	8.5	56	68.3	15	18.3	5	6.1	45.1	54.9	0.0
	2019	76	71	93.4	38	50.0	11	14.5	49	64.5	14	18.4	5	6.6	46.1	53.9	0.0
	2020	79	72	91.1	47	59.5	6	7.6	56	70.9	9	11.4	7	8.9	50.6	49.4	1.3
5	2018	67	65	97.0	37	55.2	5	7.5	50	74.6	18	26.9	7	10.4	50.7	49.3	1.5
	2019	83	78	94.0	49	59.0	8	9.6	58	69.9	18	21.7	6	7.2	43.4	56.6	1.2
	2020	76	71	93.4	37	48.7	10	13.2	42	55.3	13	17.1	7	9.2	48.7	51.3	0.0
PK-5	2018	514	470	91.4	272	52.9	36	7.0	294	57.2	65	12.6	98	19.1	50.2	49.8	1.4
	2019	532	497	93.4	287	53.9	40	7.5	265	49.8	59	11.1	98	18.4	50.4	49.6	1.9
	2020	517	489	94.6	280	54.2	33	6.4	290	56.1	59	11.4	114	22.1	50.5	49.5	1.5

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	78	11,061	74	94.8	10,520	95.1	10	12.8	17.8	70	9,830	89.6	88.9
	2019	74	10,918	71	95.1	10,370	95.0	2	2.7	5.7	66	9,637	88.8	88.3
	2020	72	10,874	67	93.9	10,319	94.9	4	5.6	3.8	62	9,815	86.4	90.3
1	2018	82	11,550	78	95.5	11,055	95.7	11	13.5	16.6	75	10,347	92.0	89.6
	2019	76	11,198	73	96.3	10,715	95.7	4	5.3	5.0	69	10,069	90.8	89.9
	2020	72	11,192	68	95.7	10,678	95.4	3	4.2	3.9	62	10,139	86.7	90.6
2	2018	72	11,864	70	96.6	11,398	96.1	6	8.3	15.9	66	10,717	91.6	90.3
	2019	82	11,232	79	95.5	10,781	96.0	2	2.4	4.8	80	10,169	97.1	90.5
	2020	75	11,070	72	95.7	10,616	95.9	3	4.0	3.2	71	10,175	94.4	91.9
3	2018	70	12,536	67	96.5	12,080	96.4	12	17.2	14.4	66	11,431	94.6	91.2
	2019	85	11,452	83	96.7	11,029	96.3	4	4.7	4.6	80	10,478	93.7	91.5
	2020	88	11,093	84	95.6	10,664	96.1	1	1.1	3.5	83	10,181	94.0	91.8
4	2018	82	12,675	79	96.3	12,235	96.5	6	7.3	14.1	75	11,637	91.9	91.8
	2019	78	12,118	74	95.3	11,690	96.5	2	2.6	4.9	70	11,112	89.9	91.7
	2020	81	11,323	79	96.6	10,902	96.3	1	1.2	3.4	75	10,479	92.2	92.5
5	2018	67	12,498	65	97.0	12,078	96.6	2	3.0	6.1	63	11,513	93.9	92.1
	2019	82	12,193	80	96.7	11,779	96.6	4	4.9	4.5	78	11,300	94.6	92.7
	2020	75	11,957	71	94.6	11,518	96.3	4	5.3	3.2	65	11,098	86.7	92.8
KN-5	2018	450	72,186	433	96.1	69,366	96.1	47	10.4	14.0	415	65,475	92.1	90.7
	2019	478	69,110	459	96.0	66,364	96.0	18	3.8	4.9	443	62,765	92.6	90.8
	2020	463	67,509	442	95.4	64,698	95.8	16	3.5	3.5	418	61,887	90.3	91.7

Teachers: 35

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	12	34.3
Hispanic	14	40.0
White	7	20.0
Multiple	2	5.7
Other	0	0.0

Gender	Number	Percentage
Female	30	85.7
Male	5	14.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	9.9	76.9
2018-19	7.2	80.0
2019-20	6.5	84.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	3	8.6
2	2	5.7
3	2	5.7
4	2	5.7
5	3	8.6
1-3	7	20.0
More than 3	28	80.0
1 - 5	12	34.3
6 - 10	8	22.9
11 - 20	10	28.6
More than 20	5	14.3

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
KN (40)	Beginning	26	65.0	30	75.0	40	100.0	40	100.0	30	75.0
	Intermediate	13	32.5	9	22.5	0	0.0	0	0.0	10	25.0
	Advanced	1	2.5	1	2.5	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 (38)	Beginning	8	21.1	12	31.6	24	63.2	26	68.4	12	31.6
	Intermediate	19	50.0	17	44.7	10	26.3	8	21.1	20	52.6
	Advanced	10	26.3	8	21.1	3	7.9	3	7.9	5	13.2
	Advanced High	1	2.6	1	2.6	1	2.6	1	2.6	1	2.6
2 (36)	Beginning	5	13.9	15	41.7	20	55.6	9	25.0	7	19.4
	Intermediate	10	27.8	16	44.4	8	22.2	20	55.6	21	58.3
	Advanced	17	47.2	5	13.9	6	16.7	4	11.1	5	13.9
	Advanced High	4	11.1	0	0.0	2	5.6	3	8.3	3	8.3
3 (45)	Beginning	3	6.7	12	26.7	0	0.0	14	31.1	0	0.0
	Intermediate	8	17.8	21	46.7	0	0.0	7	15.6	0	0.0
	Advanced	11	24.4	9	20.0	0	0.0	7	15.6	0	0.0
	Advanced High	23	51.1	3	6.7	0	0.0	17	37.8	0	0.0
4 (46)	Beginning	9	19.6	5	10.9	7	15.2	8	17.4	5	10.9
	Intermediate	10	21.7	24	52.2	14	30.4	8	17.4	13	28.3
	Advanced	17	37.0	15	32.6	13	28.3	13	28.3	20	43.5
	Advanced High	10	21.7	2	4.3	12	26.1	17	37.0	8	17.4


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
37 25 (67.6%)	Beginning	11			
	Intermediate	19	1		
	Advanced	4	1	0	
	Advanced High	0	1	0	
36 8 (22.2%)	Beginning	7			
	Intermediate	2	19		
	Advanced	1	2	2	
	Advanced High	0	3	0	
41 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
43 11 (25.6%)	Beginning	3			
	Intermediate	1	12		
	Advanced	0	3	17	
	Advanced High	0	0	7	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (37)	Beginning	4	10.8	5	13.5	7	20.6	2	5.4	2	5.9
	Intermediate	3	8.1	19	51.4	10	29.4	6	16.2	7	20.6
	Advanced	14	37.8	12	32.4	10	29.4	5	13.5	17	50.0
	Advanced High	16	43.2	1	2.7	7	20.6	24	64.9	8	23.5
ALL (242)	Beginning	55	22.7	79	32.6	98	50.5	99	40.9	56	28.9
	Intermediate	63	26.0	106	43.8	42	21.6	49	20.2	71	36.6
	Advanced	70	28.9	50	20.7	32	16.5	32	13.2	47	24.2
	Advanced High	54	22.3	7	2.9	22	11.3	62	25.6	20	10.3

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
36 <hr/> 12 (33.3%)	Beginning	1			
	Intermediate	0	7		
	Advanced	0	4	13	
	Advanced High	0	2	6	
193 <hr/> 56 (29.0%)	Beginning	22			
	Intermediate	22	39		
	Advanced	5	10	32	
	Advanced High	0	6	13	

 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	77.9	83.0			84.5		78.9	
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GRADE 1 READING

29	76.4	85.8			100.0		91.2	
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GRADE 1 READING SPANISH

42	79.8	86.5			90.5		89.5	
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GRADE 2 MATHEMATICS

74	76.2	83.4	81.6		79.7	85.1	76.5	92.3
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GRADE 2 READING

37	64.5	76.3	84.5		67.6	97.3	72.1	91.3
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GRADE 2 READING SPANISH

37	67.2	75.4	85.3		67.6	94.6	75.1	92.0
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GRADE 3 MATHEMATICS

83	59.3	72.9	80.1		63.9	89.2	70.6	90.8
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GRADE 3 READING

50	49.9	69.9	78.0		56.0	80.0	62.6	88.7
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GRADE 3 READING SPANISH

34	47.9	68.8	76.2		38.2	82.4	57.7	88.7
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GRADE 4 LANGUAGE ARTS

34	62.3	73.1	83.6		70.6	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

41	71.3	76.1	78.5		70.7	85.4	68.5	91.9
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GRADE 4 MATHEMATICS

74	73.3	80.5	81.6		82.4	87.8	71.7	90.4
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GRADE 4 READING

34	50.1	72.8	83.6		70.6	100.0	68.8	92.4
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GRADE 4 READING SPANISH

40	70.5	80.3	78.5		85.0	85.0	80.7	91.8
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GRADE 5 MATHEMATICS

69	66.9	75.8	81.0		68.1	100.0	78.3	91.9
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GRADE 5 READING

68	54.3	77.1	79.6		77.9	91.2	79.5	94.1
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GRADE 5 SCIENCE

68	70.6	74.0	82.2		66.2	97.1	76.5	95.9
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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 SCIENCE

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