



School Number 284

HIGHLAND MEADOWS 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	138
KN	113
1	105
2	108
3	103
4	100
5	101
ALL	768

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	165	21.5	7	14.0
American Indian/Alaska Native	2	0.3	*	*
Asian/Hawaiian/Pacific Islander	8	1.0	*	*
Hispanic	568	74.0	28	56.0
White	14	1.8	14	28.0
Multiple	11	1.4	0	0.0
Other* (teachers only)	—	—	1	2.0
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	500	65.1
Economically disadvantaged	747	97.3
Limited English proficient (LEP)	499	65.0
Special education	90	11.7
Talented and Gifted (TAG)	104	13.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	111	25	22.5	0	0.0	2	1.8	81	73.0	1	0.9	2	1.8
	2019	129	21	16.3	0	0.0	2	1.6	103	79.8	3	2.3	0	0.0
	2020	138	23	16.7	0	0.0	1	0.7	107	77.5	2	1.4	5	3.6
KN	2018	99	22	22.2	1	1.0	0	0.0	69	69.7	3	3.0	3	3.0
	2019	128	33	25.8	0	0.0	2	1.6	85	66.4	6	4.7	2	1.6
	2020	113	22	19.5	0	0.0	0	0.0	85	75.2	2	1.8	4	3.5
1	2018	102	20	19.6	0	0.0	1	1.0	80	78.4	1	1.0	0	0.0
	2019	113	31	27.4	1	0.9	0	0.0	76	67.3	4	3.5	1	0.9
	2020	105	27	25.7	0	0.0	2	1.9	73	69.5	3	2.9	0	0.0
2	2018	103	23	22.3	0	0.0	1	1.0	76	73.8	0	0.0	3	2.9
	2019	112	26	23.2	1	0.9	2	1.8	79	70.5	4	3.6	0	0.0
	2020	108	30	27.8	1	0.9	1	0.9	75	69.4	1	0.9	0	0.0
3	2018	107	24	22.4	0	0.0	1	0.9	79	73.8	2	1.9	1	0.9
	2019	109	29	26.6	0	0.0	1	0.9	76	69.7	0	0.0	3	2.8
	2020	103	19	18.4	1	1.0	2	1.9	78	75.7	3	2.9	0	0.0
4	2018	100	19	19.0	1	1.0	0	0.0	77	77.0	1	1.0	2	2.0
	2019	106	27	25.5	0	0.0	1	0.9	75	70.8	2	1.9	1	0.9
	2020	100	24	24.0	0	0.0	1	1.0	73	73.0	1	1.0	1	1.0
5	2018	92	11	12.0	1	1.1	0	0.0	76	82.6	3	3.3	1	1.1
	2019	97	21	21.6	1	1.0	0	0.0	73	75.3	0	0.0	2	2.1
	2020	101	20	19.8	0	0.0	1	1.0	77	76.2	2	2.0	1	1.0
PK-5	2018	714	144	20.2	3	0.4	5	0.7	538	75.4	11	1.5	12	1.7
	2019	794	188	23.7	3	0.4	8	1.0	567	71.4	19	2.4	9	1.1
	2020	768	165	21.5	2	0.3	8	1.0	568	74.0	14	1.8	11	1.4

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	111	108	97.3	71	64.0	9	8.1	76	68.5	0	0.0	106	95.5	50.5	49.5	5.4
	2019	129	128	99.2	91	70.5	11	8.5	5	3.9	0	0.0	121	93.8	54.3	45.7	3.9
	2020	138	138	100.0	94	68.1	4	2.9	93	67.4	0	0.0	112	81.2	52.9	47.1	18.8
KN	2018	99	95	96.0	56	56.6	5	5.1	60	60.6	6	6.1	30	30.3	49.5	50.5	0.0
	2019	128	122	95.3	74	57.8	19	14.8	54	42.2	12	9.4	37	28.9	49.2	50.8	0.8
	2020	113	110	97.3	76	67.3	16	14.2	69	61.1	7	6.2	33	29.2	55.8	44.2	0.9
1	2018	102	93	91.2	66	64.7	8	7.8	69	67.6	13	12.7	19	18.6	61.8	38.2	2.0
	2019	113	112	99.1	70	61.9	8	7.1	57	50.4	14	12.4	30	26.5	51.3	48.7	3.5
	2020	105	100	95.2	67	63.8	15	14.3	63	60.0	18	17.1	14	13.3	53.3	46.7	1.0
2	2018	103	95	92.2	59	57.3	15	14.6	66	64.1	12	11.7	13	12.6	56.3	43.7	6.8
	2019	112	107	95.5	67	59.8	12	10.7	60	53.6	16	14.3	25	22.3	53.6	46.4	2.7
	2020	108	104	96.3	67	62.0	11	10.2	66	61.1	21	19.4	19	17.6	52.8	47.2	0.0
3	2018	107	106	99.1	60	56.1	10	9.3	65	60.7	14	13.1	18	16.8	50.5	49.5	4.7
	2019	109	104	95.4	64	58.7	12	11.0	56	51.4	10	9.2	30	27.5	52.3	47.7	1.8
	2020	103	100	97.1	68	66.0	12	11.7	67	65.0	19	18.4	17	16.5	53.4	46.6	0.0
4	2018	100	95	95.0	65	65.0	13	13.0	86	86.0	16	16.0	10	10.0	46.0	54.0	0.0
	2019	106	104	98.1	59	55.7	20	18.9	69	65.1	17	16.0	23	21.7	52.8	47.2	4.7
	2020	100	98	98.0	62	62.0	14	14.0	72	72.0	17	17.0	16	16.0	51.0	49.0	0.0
5	2018	92	88	95.7	54	58.7	11	12.0	72	78.3	15	16.3	13	14.1	54.3	45.7	1.1
	2019	97	87	89.7	63	64.9	14	14.4	72	74.2	13	13.4	19	19.6	49.5	50.5	0.0
	2020	101	97	96.0	65	64.4	18	17.8	70	69.3	22	21.8	16	15.8	55.4	44.6	1.0
PK-5	2018	714	680	95.2	431	60.4	71	9.9	494	69.2	76	10.6	209	29.3	52.7	47.3	2.9
	2019	794	764	96.2	488	61.5	96	12.1	373	47.0	82	10.3	285	35.9	51.9	48.1	2.5
	2020	768	747	97.3	499	65.0	90	11.7	500	65.1	104	13.5	227	29.6	53.5	46.5	3.8

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	96	11,061	91	94.7	10,520	95.1	24	25.1	17.8	84	9,830	87.7	88.9
	2019	122	10,918	115	94.2	10,370	95.0	7	5.7	5.7	102	9,637	83.5	88.3
	2020	110	10,874	104	94.7	10,319	94.9	7	6.4	3.8	96	9,815	87.1	90.3
1	2018	108	11,550	103	94.9	11,055	95.7	29	26.7	16.6	92	10,347	84.8	89.6
	2019	109	11,198	104	95.3	10,715	95.7	10	9.2	5.0	92	10,069	84.6	89.9
	2020	109	11,192	105	96.0	10,678	95.4	7	6.4	3.9	95	10,139	87.1	90.6
2	2018	105	11,864	101	96.1	11,398	96.1	22	20.9	15.9	93	10,717	88.4	90.3
	2019	110	11,232	105	95.8	10,781	96.0	9	8.2	4.8	91	10,169	82.9	90.5
	2020	106	11,070	102	96.2	10,616	95.9	3	2.8	3.2	96	10,175	90.6	91.9
3	2018	113	12,536	108	96.0	12,080	96.4	16	14.2	14.4	102	11,431	90.7	91.2
	2019	107	11,452	102	96.1	11,029	96.3	5	4.7	4.6	92	10,478	86.3	91.5
	2020	107	11,093	103	96.5	10,664	96.1	4	3.7	3.5	93	10,181	86.8	91.8
4	2018	101	12,675	97	96.3	12,235	96.5	23	22.8	14.1	89	11,637	88.3	91.8
	2019	109	12,118	105	96.3	11,690	96.5	7	6.4	4.9	96	11,112	88.1	91.7
	2020	101	11,323	98	96.6	10,902	96.3	3	3.0	3.4	91	10,479	89.7	92.5
5	2018	95	12,498	91	96.3	12,078	96.6	9	9.5	6.1	88	11,513	92.9	92.1
	2019	94	12,193	90	96.5	11,779	96.6	8	8.5	4.5	83	11,300	88.5	92.7
	2020	100	11,957	97	96.8	11,518	96.3	3	3.0	3.2	93	11,098	93.3	92.8
KN-5	2018	618	72,186	591	95.7	69,366	96.1	123	19.9	14.0	548	65,475	88.7	90.7
	2019	650	69,110	622	95.7	66,364	96.0	46	7.1	4.9	556	62,765	85.5	90.8
	2020	633	67,509	609	96.1	64,698	95.8	27	4.3	3.5	564	61,887	89.0	91.7

Teachers: 50

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	7	14.0
Hispanic	28	56.0
White	14	28.0
Multiple	0	0.0
Other	1	2.0

Gender	Number	Percentage
Female	38	76.0
Male	12	24.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.5	73.1
2018-19	7.4	90.7
2019-20	7.7	55.3

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	9	18.0
1	0	0.0
2	2	4.0
3	6	12.0
4	3	6.0
5	2	4.0
1-3	8	16.0
More than 3	33	66.0
1 - 5	13	26.0
6 - 10	8	16.0
11 - 20	16	32.0
More than 20	4	8.0

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (75)	Beginning	62	82.7	63	84.0	73	97.3	73	97.3	64	85.3
	Intermediate	11	14.7	12	16.0	1	1.3	1	1.3	10	13.3
	Advanced	2	2.7	0	0.0	1	1.3	1	1.3	1	1.3
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (70)	Beginning	17	24.6	22	31.9	66	94.3	60	85.7	23	32.9
	Intermediate	23	33.3	23	33.3	2	2.9	7	10.0	43	61.4
	Advanced	22	31.9	18	26.1	0	0.0	2	2.9	2	2.9
	Advanced High	7	10.1	6	8.7	2	2.9	1	1.4	2	2.9
2 (64)	Beginning	14	21.9	27	42.2	45	73.8	22	34.9	17	28.3
	Intermediate	29	45.3	30	46.9	12	19.7	32	50.8	39	65.0
	Advanced	14	21.9	5	7.8	4	6.6	6	9.5	3	5.0
	Advanced High	7	10.9	2	3.1	0	0.0	3	4.8	1	1.7
3 (69)	Beginning	12	18.2	20	30.3	29	42.6	19	28.4	12	18.8
	Intermediate	17	25.8	31	47.0	25	36.8	23	34.3	25	39.1
	Advanced	19	28.8	11	16.7	11	16.2	7	10.4	22	34.4
	Advanced High	18	27.3	4	6.1	3	4.4	18	26.9	5	7.8
4 (63)	Beginning	18	28.6	13	20.6	11	17.5	19	30.2	10	15.9
	Intermediate	31	49.2	29	46.0	21	33.3	25	39.7	31	49.2
	Advanced	10	15.9	20	31.7	22	34.9	11	17.5	18	28.6
	Advanced High	4	6.3	1	1.6	9	14.3	8	12.7	4	6.3

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	-	-	-	
58 36 (62.1%)	Beginning	14			
	Intermediate	33	8		
	Advanced	0	1	0	
	Advanced High	1	0	1	
51 26 (51.0%)	Beginning	6			
	Intermediate	23	14		
	Advanced	0	2	1	
	Advanced High	0	1	0	
53 20 (37.7%)	Beginning	3			
	Intermediate	4	17		
	Advanced	1	10	11	
	Advanced High	0	2	3	
53 13 (24.5%)	Beginning	3			
	Intermediate	3	26		
	Advanced	0	6	11	
	Advanced High	0	0	4	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (63)	Beginning	17	27.4	15	24.2	13	21.3	15	23.8	10	16.7
	Intermediate	9	14.5	26	41.9	10	16.4	17	27.0	17	28.3
	Advanced	21	33.9	20	32.3	15	24.6	10	15.9	22	36.7
	Advanced High	15	24.2	1	1.6	23	37.7	21	33.3	11	18.3
ALL (404)	Beginning	140	35.1	160	40.1	237	59.5	208	51.9	136	34.7
	Intermediate	120	30.1	151	37.8	71	17.8	105	26.2	165	42.1
	Advanced	88	22.1	74	18.5	53	13.3	37	9.2	68	17.3
	Advanced High	51	12.8	14	3.5	37	9.3	51	12.7	23	5.9

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
50 18 (36.0%)	Beginning	1			
	Intermediate	5	11		
	Advanced	0	3	17	
	Advanced High	0	2	8	
265 113 (42.6%)	Beginning	27			
	Intermediate	68	76		
	Advanced	1	22	40	
	Advanced High	1	5	16	

 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

93	68.8	76.0			69.9		78.9	
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GRADE 1 MATHEMATICS SPANISH

2	*	*			*		65.5	
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GRADE 1 READING

38	68.9	81.4			78.9		91.2	
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GRADE 1 READING SPANISH

56	80.8	87.2			89.3		89.5	
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GRADE 2 MATHEMATICS

58	63.8	74.7	81.6		65.5	94.8	76.5	92.3
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GRADE 2 MATHEMATICS SPANISH

37	50.3	65.3	86.9		45.9	97.3	44.9	94.1
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GRADE 2 READING

38	59.2	72.8	81.7		60.5	89.5	72.1	91.3
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GRADE 2 READING SPANISH

55	66.5	74.8	79.8		61.8	89.1	75.1	92.0
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GRADE 3 MATHEMATICS

88	58.8	72.5	82.3		55.7	89.8	70.6	90.8
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GRADE 3 MATHEMATICS SPANISH

7	61.0	74.0	78.3		71.4	85.7	57.0	77.2
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GRADE 1 MATHEMATICS

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GRADE 1 MATHEMATICS SPANISH

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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 MATHEMATICS SPANISH

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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 MATHEMATICS 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 3 READING

41	50.5	70.3	82.8		51.2	97.6	62.6	88.7
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GRADE 3 READING SPANISH

54	51.3	70.8	81.5		53.7	94.4	57.7	88.7
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GRADE 4 LANGUAGE ARTS

40	66.3	75.9	79.7		67.5	100.0	68.3	91.7
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GRADE 4 LANGUAGE ARTS SPANISH

53	72.5	77.1	79.9		71.7	94.3	68.5	91.9
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GRADE 4 MATHEMATICS

85	62.4	72.5	81.6		58.8	96.5	71.7	90.4
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GRADE 4 MATHEMATICS SPANISH

9	44.4	63.0	82.8		33.3	100.0	50.4	82.9
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GRADE 4 READING

40	54.9	75.4	78.2		75.0	97.5	68.8	92.4
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GRADE 4 READING SPANISH

53	68.0	78.7	79.9		73.6	94.3	80.7	91.8
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GRADE 5 MATHEMATICS

71	68.1	76.6	83.7		66.2	98.6	78.3	91.9
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GRADE 5 MATHEMATICS SPANISH

6	41.7	61.1	70.5		33.3	50.0	56.2	79.9
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GRADE 5 READING

36	45.5	72.7	81.0		61.1	100.0	79.5	94.1
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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 3 READING

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GRADE 3 READING SPANISH

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GRADE 4 LANGUAGE ARTS

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GRADE 4 LANGUAGE ARTS SPANISH

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GRADE 4 MATHEMATICS

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GRADE 4 MATHEMATICS SPANISH

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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 MATHEMATICS SPANISH

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GRADE 5 READING

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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 READING SPANISH

48	67.4	76.2	82.2		79.2	93.8	79.8	94.9
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GRADE 5 SCIENCE

76	67.1	71.0	85.5		59.2	100.0	76.5	95.9
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GRADE 5 SCIENCE SPANISH

7	57.1	66.2	79.7		28.6	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 5 READING SPANISH

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GRADE 5 SCIENCE

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GRADE 5 SCIENCE SPANISH

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