



School Number 305

EBBY HALLIDAY 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	89
KN	87
1	90
2	101
3	107
4	103
5	116
ALL	693

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	57	8.2	6	15.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	608	87.7	24	60.0
White	25	3.6	7	17.5
Multiple	3	0.4	1	2.5
Other* (teachers only)	—	—	2	5.0
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	441	63.6
Economically disadvantaged	658	94.9
Limited English proficient (LEP)	422	60.9
Special education	72	10.4
Talented and Gifted (TAG)	81	11.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	83	3	3.6	0	0.0	0	0.0	79	95.2	1	1.2	0	0.0
	2019	95	5	5.3	0	0.0	0	0.0	87	91.6	3	3.2	0	0.0
	2020	89	6	6.7	0	0.0	0	0.0	81	91.0	1	1.1	1	1.1
KN	2018	83	7	8.4	1	1.2	0	0.0	73	88.0	2	2.4	0	0.0
	2019	83	5	6.0	0	0.0	0	0.0	75	90.4	3	3.6	0	0.0
	2020	87	6	6.9	0	0.0	0	0.0	78	89.7	3	3.4	0	0.0
1	2018	98	9	9.2	0	0.0	0	0.0	82	83.7	6	6.1	1	1.0
	2019	102	9	8.8	0	0.0	0	0.0	89	87.3	3	2.9	1	1.0
	2020	90	8	8.9	0	0.0	0	0.0	78	86.7	3	3.3	1	1.1
2	2018	98	8	8.2	1	1.0	0	0.0	81	82.7	8	8.2	0	0.0
	2019	106	11	10.4	0	0.0	0	0.0	86	81.1	8	7.5	1	0.9
	2020	101	8	7.9	0	0.0	0	0.0	91	90.1	2	2.0	0	0.0
3	2018	92	8	8.7	0	0.0	0	0.0	79	85.9	5	5.4	0	0.0
	2019	102	8	7.8	0	0.0	0	0.0	88	86.3	6	5.9	0	0.0
	2020	107	14	13.1	0	0.0	0	0.0	87	81.3	6	5.6	0	0.0
4	2018	88	9	10.2	0	0.0	0	0.0	79	89.8	0	0.0	0	0.0
	2019	109	6	5.5	0	0.0	0	0.0	97	89.0	5	4.6	1	0.9
	2020	103	10	9.7	0	0.0	0	0.0	87	84.5	6	5.8	0	0.0
5	2018	109	9	8.3	1	0.9	0	0.0	92	84.4	6	5.5	0	0.0
	2019	96	8	8.3	0	0.0	0	0.0	85	88.5	1	1.0	2	2.1
	2020	116	5	4.3	0	0.0	0	0.0	106	91.4	4	3.4	1	0.9
PK-5	2018	651	53	8.1	3	0.5	0	0.0	565	86.8	28	4.3	1	0.2
	2019	693	52	7.5	0	0.0	0	0.0	607	87.6	29	4.2	5	0.7
	2020	693	57	8.2	0	0.0	0	0.0	608	87.7	25	3.6	3	0.4

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	77	92.8	56	67.5	3	3.6	57	68.7	0	0.0	82	98.8	49.4	50.6	1.2
	2019	95	95	100.0	71	74.7	1	1.1	20	21.1	0	0.0	70	73.7	50.5	49.5	27.4
	2020	89	89	100.0	61	68.5	1	1.1	61	68.5	0	0.0	64	71.9	56.2	43.8	28.1
KN	2018	83	77	92.8	44	53.0	9	10.8	46	55.4	6	7.2	27	32.5	43.4	56.6	0.0
	2019	83	78	94.0	50	60.2	7	8.4	45	54.2	5	6.0	22	26.5	50.6	49.4	0.0
	2020	87	81	93.1	53	60.9	4	4.6	53	60.9	2	2.3	21	24.1	48.3	51.7	0.0
1	2018	98	88	89.8	57	58.2	13	13.3	58	59.2	13	13.3	8	8.2	45.9	54.1	2.0
	2019	102	96	94.1	55	53.9	18	17.6	55	53.9	10	9.8	14	13.7	49.0	51.0	2.0
	2020	90	86	95.6	54	60.0	7	7.8	51	56.7	8	8.9	11	12.2	46.7	53.3	0.0
2	2018	98	87	88.8	64	65.3	10	10.2	65	66.3	11	11.2	9	9.2	48.0	52.0	1.0
	2019	106	98	92.5	59	55.7	16	15.1	56	52.8	12	11.3	9	8.5	49.1	50.9	1.9
	2020	101	96	95.0	54	53.5	17	16.8	55	54.5	13	12.9	8	7.9	49.5	50.5	0.0
3	2018	92	86	93.5	56	60.9	8	8.7	59	64.1	14	15.2	5	5.4	47.8	52.2	0.0
	2019	102	96	94.1	70	68.6	10	9.8	72	70.6	13	12.7	5	4.9	49.0	51.0	1.0
	2020	107	100	93.5	61	57.0	14	13.1	61	57.0	17	15.9	7	6.5	51.4	48.6	0.9
4	2018	88	84	95.5	50	56.8	6	6.8	63	71.6	25	28.4	8	9.1	54.5	45.5	0.0
	2019	109	101	92.7	70	64.2	15	13.8	82	75.2	16	14.7	13	11.9	46.8	53.2	0.9
	2020	103	99	96.1	68	66.0	14	13.6	81	78.6	16	15.5	7	6.8	60.2	39.8	1.0
5	2018	109	108	99.1	67	61.5	9	8.3	90	82.6	22	20.2	12	11.0	49.5	50.5	0.9
	2019	96	88	91.7	56	58.3	7	7.3	70	72.9	28	29.2	8	8.3	53.1	46.9	2.1
	2020	116	107	92.2	71	61.2	15	12.9	79	68.1	25	21.6	8	6.9	48.3	51.7	0.0
PK-5	2018	651	607	93.2	394	60.5	58	8.9	438	67.3	91	14.0	151	23.2	48.4	51.6	0.8
	2019	693	652	94.1	431	62.2	74	10.7	400	57.7	84	12.1	141	20.3	49.6	50.4	4.9
	2020	693	658	94.9	422	60.9	72	10.4	441	63.6	81	11.7	126	18.2	51.5	48.5	3.9

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	81	11,061	77	94.5	10,520	95.1	13	16.0	17.8	71	9,830	87.6	88.9
	2019	81	10,918	76	93.9	10,370	95.0	2	2.5	5.7	68	9,637	84.4	88.3
	2020	85	10,874	80	94.5	10,319	94.9	5	5.9	3.8	78	9,815	92.2	90.3
1	2018	97	11,550	93	95.9	11,055	95.7	15	15.5	16.6	88	10,347	91.1	89.6
	2019	100	11,198	94	94.8	10,715	95.7	6	6.0	5.0	88	10,069	88.3	89.9
	2020	88	11,192	83	94.2	10,678	95.4	4	4.6	3.9	80	10,139	91.0	90.6
2	2018	96	11,864	93	96.1	11,398	96.1	8	8.3	15.9	91	10,717	94.4	90.3
	2019	98	11,232	95	96.2	10,781	96.0	5	5.1	4.8	92	10,169	93.4	90.5
	2020	100	11,070	95	94.8	10,616	95.9	1	1.0	3.2	90	10,175	90.3	91.9
3	2018	93	12,536	89	96.4	12,080	96.4	9	9.7	14.4	88	11,431	95.0	91.2
	2019	102	11,452	98	95.8	11,029	96.3	6	5.9	4.6	96	10,478	93.9	91.5
	2020	105	11,093	101	95.8	10,664	96.1	1	0.9	3.5	100	10,181	94.9	91.8
4	2018	88	12,675	85	96.6	12,235	96.5	9	10.2	14.1	83	11,637	94.4	91.8
	2019	104	12,118	100	96.2	11,690	96.5	2	1.9	4.9	97	11,112	93.4	91.7
	2020	106	11,323	101	95.7	10,902	96.3	4	3.8	3.4	97	10,479	91.6	92.5
5	2018	104	12,498	101	96.6	12,078	96.6	4	3.8	6.1	96	11,513	92.0	92.1
	2019	94	12,193	91	96.6	11,779	96.6	5	5.3	4.5	88	11,300	93.4	92.7
	2020	114	11,957	109	95.9	11,518	96.3	1	0.9	3.2	110	11,098	96.6	92.8
KN-5	2018	559	72,186	537	96.1	69,366	96.1	58	10.4	14.0	517	65,475	92.5	90.7
	2019	579	69,110	554	95.6	66,364	96.0	26	4.5	4.9	529	62,765	91.4	90.8
	2020	597	67,509	569	95.2	64,698	95.8	16	2.7	3.5	555	61,887	92.9	91.7

Teachers: 40

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	6	15.0
Hispanic	24	60.0
White	7	17.5
Multiple	1	2.5
Other	2	5.0

Gender	Number	Percentage
Female	30	75.0
Male	10	25.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.1	85.7
2018-19	7.9	75.6
2019-20	5.5	81.6

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	4	10.0
1	3	7.5
2	1	2.5
3	2	5.0
4	3	7.5
5	5	12.5
1-3	6	15.0
More than 3	30	75.0
1 - 5	14	35.0
6 - 10	8	20.0
11 - 20	12	30.0
More than 20	2	5.0

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (54)	Beginning	47	87.0	49	90.7	50	92.6	50	92.6	49	90.7
	Intermediate	3	5.6	2	3.7	3	5.6	1	1.9	2	3.7
	Advanced	1	1.9	2	3.7	1	1.9	2	3.7	2	3.7
	Advanced High	3	5.6	1	1.9	0	0.0	1	1.9	1	1.9
1 (53)	Beginning	27	50.9	27	50.9	44	83.0	36	67.9	28	52.8
	Intermediate	5	9.4	5	9.4	7	13.2	9	17.0	16	30.2
	Advanced	8	15.1	8	15.1	0	0.0	6	11.3	7	13.2
	Advanced High	13	24.5	13	24.5	2	3.8	2	3.8	2	3.8
2 (52)	Beginning	6	11.5	16	30.8	0	0.0	25	48.1	0	0.0
	Intermediate	12	23.1	32	61.5	0	0.0	19	36.5	0	0.0
	Advanced	27	51.9	4	7.7	0	0.0	7	13.5	0	0.0
	Advanced High	7	13.5	0	0.0	0	0.0	1	1.9	0	0.0
3 (61)	Beginning	4	6.6	17	27.9	0	0.0	15	24.6	0	0.0
	Intermediate	14	23.0	40	65.6	0	0.0	22	36.1	0	0.0
	Advanced	20	32.8	3	4.9	0	0.0	11	18.0	0	0.0
	Advanced High	23	37.7	1	1.6	0	0.0	13	21.3	0	0.0
4 (68)	Beginning	10	14.7	10	14.7	0	0.0	15	22.1	0	0.0
	Intermediate	22	32.4	40	58.8	0	0.0	21	30.9	0	0.0
	Advanced	23	33.8	17	25.0	0	0.0	19	27.9	0	0.0
	Advanced High	13	19.1	1	1.5	0	0.0	13	19.1	0	0.0


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
–	Beginning	–			
–	Intermediate	–	–		
–	Advanced	–	–	–	
–	Advanced High	–	–	–	
49	Beginning	25			
21 (42.9%)	Intermediate	13	3		
	Advanced	6	1	0	
	Advanced High	1	0	0	
51	Beginning	0			
0 (0.0%)	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
58	Beginning	0			
0 (0.0%)	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
68	Beginning	0			
0 (0.0%)	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (71)	Beginning	5	7.0	2	2.8	0	0.0	6	8.5	0	0.0
	Intermediate	21	29.6	32	45.1	0	0.0	16	22.5	0	0.0
	Advanced	23	32.4	35	49.3	0	0.0	21	29.6	0	0.0
	Advanced High	22	31.0	2	2.8	0	0.0	28	39.4	0	0.0
ALL (359)	Beginning	99	27.6	121	33.7	94	87.9	147	40.9	77	72.0
	Intermediate	77	21.4	151	42.1	10	9.3	88	24.5	18	16.8
	Advanced	102	28.4	69	19.2	1	0.9	66	18.4	9	8.4
	Advanced High	81	22.6	18	5.0	2	1.9	58	16.2	3	2.8

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
70 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
296 21 (7.1%)	Beginning	25			
	Intermediate	13	3		
	Advanced	6	1	0	
	Advanced High	1	0	0	

 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

86	76.4	81.8			86.0	78.9		
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GRADE 1 READING

31	68.9	81.3			90.3	91.2		
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GRADE 1 READING SPANISH

55	83.1	88.7			92.7	89.5		
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GRADE 2 MATHEMATICS

88	74.8	82.4	86.8		81.8	92.0	76.5	92.3
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GRADE 2 READING

32	71.6	81.0	81.4		84.4	87.5	72.1	91.3
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GRADE 2 READING SPANISH

55	69.5	77.2	80.7		70.9	89.1	75.1	92.0
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GRADE 3 MATHEMATICS

100	57.9	71.9	77.1		60.0	86.0	70.6	90.8
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GRADE 3 READING

41	46.6	68.0	77.3		51.2	92.7	62.6	88.7
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GRADE 3 READING SPANISH

59	45.3	67.2	83.5		40.7	96.6	57.7	88.7
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GRADE 4 LANGUAGE ARTS

41	56.1	68.6	79.5		63.4	97.6	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

66	71.8	76.5	86.1		74.2	97.0	68.5	91.9
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GRADE 4 MATHEMATICS

107	65.1	74.4	84.2		62.6	97.2	71.7	90.4
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GRADE 4 READING

41	45.1	70.1	78.4		48.8	95.1	68.8	92.4
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GRADE 4 READING SPANISH

66	69.5	79.7	77.3		75.8	75.8	80.7	91.8
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GRADE 5 MATHEMATICS

109	75.1	81.8	87.2		78.9	99.1	78.3	91.9
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GRADE 5 MATHEMATICS SPANISH

4	*	*	*		*	*	56.2	*
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GRADE 5 READING

45	50.0	75.0	84.2		66.7	100.0	79.5	94.1
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GRADE 5 READING SPANISH

68	72.9	80.2	85.5		83.8	94.1	79.8	94.9
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GRADE 5 SCIENCE

98	74.0	77.1	84.4		74.5	98.0	76.5	95.9
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GRADE 5 SCIENCE SPANISH

15	57.0	66.1	74.3		46.7	73.3	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 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 MATHEMATICS SPANISH

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GRADE 5 READING

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GRADE 5 READING SPANISH

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GRADE 5 SCIENCE

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GRADE 5 SCIENCE SPANISH

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