Campus Data Packet for 2020-21 planning

DALLAS INDEPENDENT SCHOOL DISTRICT

School Number 148

TOM C. GOOCH ELEMENTARY SCHOOL

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TOM C. GOOCH ELEMENTARY SCHOOL (148) **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	110
KN	46
1	62
2	49
3	34
4	44
5	44
ALL	389

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	28	7.2	2	6.5
American Indian/Alaska Native	1	0.3	*	*
Asian/Hawaiian/Pacific Islander	8	2.1	*	*
Hispanic	320	82.3	15	48.4
White	23	5.9	9	29.0
Multiple	9	2.3	1	3.2
Other* (teachers only)	—	—	4	12.9
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	259	66.6
Economically disadvantaged	358	92.0
Limited English proficient (LEP)	277	71.2
Special education	53	13.6
Talented and Gifted (TAG)	59	15.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	143	11	7.7	0	0.0	5	3.5	122	85.3	5	3.5	0	0.0
	2019	126	11	8.7	0	0.0	3	2.4	106	84.1	5	4.0	1	0.8
	2020	110	12	10.9	1	0.9	2	1.8	84	76.4	8	7.3	3	2.7
KN	2018	61	3	4.9	0	0.0	0	0.0	53	86.9	5	8.2	0	0.0
	2019	76	7	9.2	0	0.0	3	3.9	61	80.3	4	5.3	0	0.0
	2020	46	3	6.5	0	0.0	1	2.2	37	80.4	5	10.9	0	0.0
1	2018	50	4	8.0	0	0.0	0	0.0	40	80.0	5	10.0	1	2.0
	2019	56	2	3.6	0	0.0	1	1.8	50	89.3	3	5.4	0	0.0
	2020	62	5	8.1	0	0.0	1	1.6	52	83.9	3	4.8	1	1.6
2	2018	45	1	2.2	0	0.0	1	2.2	39	86.7	4	8.9	0	0.0
	2019	42	2	4.8	0	0.0	1	2.4	33	78.6	5	11.9	1	2.4
	2020	49	1	2.0	0	0.0	1	2.0	45	91.8	2	4.1	0	0.0
3	2018	49	4	8.2	0	0.0	0	0.0	43	87.8	2	4.1	0	0.0
	2019	45	2	4.4	0	0.0	1	2.2	39	86.7	3	6.7	0	0.0
	2020	34	0	0.0	0	0.0	2	5.9	27	79.4	3	8.8	2	5.9
4	2018	42	2	4.8	0	0.0	2	4.8	31	73.8	7	16.7	0	0.0
	2019	52	4	7.7	0	0.0	0	0.0	46	88.5	2	3.8	0	0.0
	2020	44	3	6.8	0	0.0	1	2.3	36	81.8	2	4.5	2	4.5
5	2018	47	3	6.4	0	0.0	0	0.0	41	87.2	2	4.3	1	2.1
	2019	43	6	14.0	0	0.0	3	7.0	26	60.5	8	18.6	0	0.0
	2020	44	4	9.1	0	0.0	0	0.0	39	88.6	0	0.0	1	2.3
PK-5	2018	437	28	6.4	0	0.0	8	1.8	369	84.4	30	6.9	2	0.5
	2019	440	34	7.7	0	0.0	12	2.7	361	82.0	30	6.8	2	0.5
	2020	389	28	7.2	1	0.3	8	2.1	320	82.3	23	5.9	9	2.3

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	143	128	89.5	102	71.3	24	16.8	103	72.0	0	0.0	100	69.9	49.7	50.3	30.1
	2019	126	125	99.2	91	72.2	20	15.9	26	20.6	0	0.0	92	73.0	49.2	50.8	25.4
	2020	110	107	97.3	77	70.0	2	1.8	77	70.0	0	0.0	64	58.2	40.9	59.1	40.9
KN	2018	61	50	82.0	44	72.1	9	14.8	43	70.5	7	11.5	12	19.7	55.7	44.3	0.0
	2019	76	68	89.5	47	61.8	14	18.4	46	60.5	0	0.0	13	17.1	53.9	46.1	0.0
	2020	46	42	91.3	29	63.0	7	15.2	27	58.7	5	10.9	10	21.7	47.8	52.2	2.2
1	2018	50	42	84.0	34	68.0	5	10.0	34	68.0	11	22.0	8	16.0	54.0	46.0	0.0
	2019	56	51	91.1	41	73.2	12	21.4	39	69.6	10	17.9	5	8.9	53.6	46.4	0.0
	2020	62	56	90.3	41	66.1	6	9.7	24	38.7	8	12.9	2	3.2	51.6	48.4	0.0
2	2018	45	35	77.8	30	66.7	14	31.1	30	66.7	11	24.4	4	8.9	44.4	55.6	0.0
	2019	42	37	88.1	29	69.0	7	16.7	26	61.9	8	19.0	6	14.3	45.2	54.8	2.4
	2020	49	45	91.8	37	75.5	11	22.4	38	77.6	12	24.5	2	4.1	59.2	40.8	2.0
3	2018	49	46	93.9	34	69.4	11	22.4	34	69.4	7	14.3	4	8.2	49.0	51.0	2.0
	2019	45	37	82.2	33	73.3	12	26.7	32	71.1	10	22.2	6	13.3	44.4	55.6	0.0
	2020	34	30	88.2	26	76.5	7	20.6	25	73.5	9	26.5	4	11.8	47.1	52.9	0.0
4	2018	42	34	81.0	20	47.6	10	23.8	28	66.7	11	26.2	5	11.9	59.5	40.5	0.0
	2019	52	43	82.7	36	69.2	10	19.2	39	75.0	9	17.3	4	7.7	48.1	51.9	0.0
	2020	44	39	88.6	33	75.0	11	25.0	34	77.3	14	31.8	4	9.1	47.7	52.3	0.0
5	2018	47	41	87.2	25	53.2	7	14.9	37	78.7	12	25.5	8	17.0	42.6	57.4	0.0
	2019	43	36	83.7	21	48.8	10	23.3	25	58.1	14	32.6	5	11.6	58.1	41.9	2.3
	2020	44	39	88.6	34	77.3	9	20.5	34	77.3	11	25.0	0	0.0	45.5	54.5	0.0
PK-5	2018	437	376	86.0	289	66.1	80	18.3	309	70.7	59	13.5	141	32.3	50.6	49.4	10.1
	2019	440	397	90.2	298	67.7	85	19.3	233	53.0	51	11.6	131	29.8	50.5	49.5	7.7
	2020	389	358	92.0	277	71.2	53	13.6	259	66.6	59	15.2	86	22.1	47.6	52.4	12.1

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	60	11,061	57	95.3	10,520	95.1	8	13.3	17.8	54	9,830	89.6	88.9
	2019	74	10,918	71	95.6	10,370	95.0	1	1.4	5.7	70	9,637	94.8	88.3
	2020	51	10,874	48	94.3	10,319	94.9	3	5.9	3.8	42	9,815	82.7	90.3
1	2018	51	11,550	48	95.4	11,055	95.7	10	19.8	16.6	41	10,347	81.0	89.6
	2019	55	11,198	53	96.1	10,715	95.7	2	3.6	5.0	52	10,069	94.7	89.9
	2020	60	11,192	58	96.1	10,678	95.4	0	0.0	3.9	57	10,139	94.8	90.6
2	2018	45	11,864	43	95.5	11,398	96.1	1	2.2	15.9	41	10,717	91.4	90.3
	2019	43	11,232	41	95.4	10,781	96.0	1	2.3	4.8	38	10,169	88.3	90.5
	2020	50	11,070	48	95.6	10,616	95.9	1	2.0	3.2	47	10,175	94.2	91.9
3	2018	47	12,536	46	96.2	12,080	96.4	8	16.8	14.4	42	11,431	88.5	91.2
	2019	47	11,452	45	95.8	11,029	96.3	3	6.4	4.6	41	10,478	87.6	91.5
	2020	37	11,093	35	95.0	10,664	96.1	1	2.7	3.5	30	10,181	81.4	91.8
4	2018	41	12,675	39	95.7	12,235	96.5	7	17.3	14.1	37	11,637	91.3	91.8
	2019	52	12,118	50	96.5	11,690	96.5	0	0.0	4.9	48	11,112	93.2	91.7
	2020	42	11,323	41	96.4	10,902	96.3	1	2.4	3.4	39	10,479	92.5	92.5
5	2018	44	12,498	43	97.0	12,078	96.6	0	0.0	6.1	39	11,513	88.0	92.1
	2019	43	12,193	42	95.9	11,779	96.6	0	0.0	4.5	41	11,300	94.7	92.7
	2020	45	11,957	43	95.6	11,518	96.3	1	2.2	3.2	42	11,098	92.9	92.8
KN-5	2018	288	72,186	276	95.8	69,366	96.1	34	11.8	14.0	254	65,475	88.2	90.7
	2019	313	69,110	301	95.9	66,364	96.0	7	2.2	4.9	290	62,765	92.5	90.8
	2020	285	67,509	272	95.5	64,698	95.8	7	2.5	3.5	257	61,887	90.2	91.7

Teachers: 31

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	2	6.5
Hispanic	15	48.4
White	9	29.0
Multiple	1	3.2
Other	4	12.9

Gender	Number	Percentage
Female	23	74.2
Male	8	25.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.2	79.3
2018-19	6.0	69.0
2019-20	4.6	76.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.2
1	5	16.1
2	1	3.2
3	2	6.5
4	4	12.9
5	1	3.2
1-3	8	25.8
More than 3	22	71.0
1 - 5	13	41.9
6 - 10	0	0.0
11 - 20	10	32.3
More than 20	7	22.6

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (32)	Beginning	21	65.6	25	83.3	29	90.6	29	90.6	26	83.9
	Intermediate	5	15.6	1	3.3	3	9.4	1	3.1	3	9.7
	Advanced	6	18.8	4	13.3	0	0.0	1	3.1	2	6.5
	Advanced High	0	0.0	0	0.0	0	0.0	1	3.1	0	0.0
1 (40)	Beginning	8	20.0	13	32.5	36	90.0	16	40.0	12	30.0
	Intermediate	31	77.5	26	65.0	3	7.5	23	57.5	27	67.5
	Advanced	1	2.5	1	2.5	1	2.5	1	2.5	1	2.5
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (35)	Beginning	1	2.9	8	22.9	16	45.7	7	20.6	2	5.9
	Intermediate	9	25.7	23	65.7	15	42.9	18	52.9	23	67.6
	Advanced	19	54.3	3	8.6	4	11.4	8	23.5	9	26.5
	Advanced High	6	17.1	1	2.9	0	0.0	1	2.9	0	0.0
3 (25)	Beginning	1	4.0	4	16.0	9	36.0	2	8.0	2	8.0
	Intermediate	2	8.0	11	44.0	7	28.0	9	36.0	9	36.0
	Advanced	11	44.0	8	32.0	6	24.0	5	20.0	11	44.0
	Advanced High	11	44.0	2	8.0	3	12.0	9	36.0	3	12.0
4 (31)	Beginning	3	9.7	0	0.0	1	3.2	3	9.7	1	3.2
	Intermediate	7	22.6	12	38.7	13	41.9	5	16.1	6	19.4
	Advanced	7	22.6	17	54.8	13	41.9	10	32.3	17	54.8
	Advanced High	14	45.2	2	6.5	4	12.9	13	41.9	7	22.6

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	—	—	—	
39	Beginning		12		
	Intermediate	25		1	
26 (66.7%)	Advanced	0	1	0	
	Advanced High	0	0	0	
33	Beginning		1		
	Intermediate	19		3	
27 (81.8%)	Advanced	3	5	1	
	Advanced High	0	0	0	
23	Beginning		1		
	Intermediate	2		7	
9 (39.1%)	Advanced	0	4	6	
	Advanced High	0	1	2	
28	Beginning		0		
	Intermediate	1		4	
11 (39.3%)	Advanced	0	4	13	
	Advanced High	1	0	5	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (33)	Beginning	1	3.0	1	3.0	1	3.0	1	3.1	0	0.0
	Intermediate	5	15.2	13	39.4	17	51.5	7	21.9	7	21.9
	Advanced	13	39.4	19	57.6	13	39.4	12	37.5	22	68.8
	Advanced High	14	42.4	0	0.0	2	6.1	12	37.5	3	9.4
ALL (196)	Beginning	35	17.9	51	26.3	92	46.9	58	29.9	43	22.3
	Intermediate	59	30.1	86	44.3	58	29.6	63	32.5	75	38.9
	Advanced	57	29.1	52	26.8	37	18.9	37	19.1	62	32.1
	Advanced High	45	23.0	5	2.6	9	4.6	36	18.6	13	6.7

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
31 **9 (29.0%)**	Beginning	0			
	Intermediate	0		6	
	Advanced	0	6		15
	Advanced High	0	0		3
154 **82 (53.2%)**	Beginning	14			
	Intermediate	47		21	
	Advanced	3	20		35
	Advanced High	1	1		10

☐ 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

| 59 | 73.8 | 79.8 | | | 72.9 | | 78.9 | |

GRADE 1 READING

| 22 | 79.8 | 87.9 | | | 100.0 | | 91.2 | |

GRADE 1 READING SPANISH

| 37 | 79.6 | 86.4 | | | 89.2 | | 89.5 | |

GRADE 2 MATHEMATICS

| 42 | 68.1 | 77.8 | 81.6 | | 73.8 | 88.1 | 76.5 | 92.3 |

GRADE 2 MATHEMATICS SPANISH

| 1 | * | * | * | | * | | 44.9 | * |

GRADE 2 READING

| 11 | 60.9 | 73.9 | 93.2 | | 63.6 | 100.0 | 72.1 | 91.3 |

GRADE 2 READING SPANISH

| 32 | 73.8 | 80.3 | 84.5 | | 87.5 | 90.6 | 75.1 | 92.0 |

GRADE 3 MATHEMATICS

| 33 | 70.8 | 80.5 | 82.8 | | 81.8 | 90.9 | 70.6 | 90.8 |

GRADE 3 MATHEMATICS SPANISH

| 1 | * | * | * | | * | | 57.0 | * |

GRADE 3 READING

| 17 | 64.4 | 78.6 | 81.1 | | 82.4 | 100.0 | 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 READING

GRADE 1 READING SPANISH

GRADE 2 MATHEMATICS

GRADE 2 MATHEMATICS SPANISH

GRADE 2 READING

GRADE 2 READING SPANISH

GRADE 3 MATHEMATICS

GRADE 3 MATHEMATICS SPANISH

GRADE 3 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 3 READING SPANISH

| 17 | 55.0 | 73.0 | 74.9 | | 47.1 | 76.5 | 57.7 | 88.7 |

GRADE 4 LANGUAGE ARTS

| 31 | 68.1 | 77.2 | 76.4 | | 77.4 | 83.9 | 68.3 | 91.7 |

GRADE 4 LANGUAGE ARTS SPANISH

| 9 | 59.5 | 66.2 | 73.7 | | 55.6 | 88.9 | 68.5 | 91.9 |

GRADE 4 MATHEMATICS

| 36 | 75.1 | 81.8 | 82.5 | | 77.8 | 91.7 | 71.7 | 90.4 |

GRADE 4 MATHEMATICS SPANISH

| 2 | * | * | * | | * | * | 50.4 | * |

GRADE 4 READING

| 33 | 50.3 | 72.9 | 75.0 | | 63.6 | 78.8 | 68.8 | 92.4 |

GRADE 4 READING SPANISH

| 7 | 60.7 | 73.8 | 74.0 | | 71.4 | 85.7 | 80.7 | 91.8 |

GRADE 5 MATHEMATICS

| 40 | 65.6 | 74.8 | 75.4 | | 70.0 | 65.0 | 78.3 | 91.9 |

GRADE 5 READING

| 20 | 63.2 | 81.6 | 87.6 | | 95.0 | 100.0 | 79.5 | 94.1 |

GRADE 5 READING SPANISH

| 20 | 65.9 | 75.1 | 81.4 | | 65.0 | 90.0 | 79.8 | 94.9 |

GRADE 5 SCIENCE

| 40 | 64.3 | 68.5 | 77.4 | | 60.0 | 75.0 | 76.5 | 95.9 |

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 READING

GRADE 5 READING SPANISH

GRADE 5 SCIENCE

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