Campus Data Packet
for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 182

HERBERT MARCUS 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	81
KN	101
1	103
2	100
3	110
4	108
5	109
ALL	712

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	10	1.4	1	2.4
American Indian/Alaska Native	2	0.3	*	*
Asian/Hawaiian/Pacific Islander	4	0.6	*	*
Hispanic	690	96.9	29	69.0
White	2	0.3	10	23.8
Multiple	4	0.6	0	0.0
Other* (teachers only)	—	—	2	4.8
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	613	86.1
Economically disadvantaged	683	95.9
Limited English proficient (LEP)	621	87.2
Special education	85	11.9
Talented and Gifted (TAG)	110	15.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	85	2	2.4	0	0.0	1	1.2	82	96.5	0	0.0	0	0.0
	2019	82	2	2.4	0	0.0	1	1.2	78	95.1	1	1.2	0	0.0
	2020	81	0	0.0	1	1.2	0	0.0	80	98.8	0	0.0	0	0.0
KN	2018	104	2	1.9	2	1.9	1	1.0	97	93.3	2	1.9	0	0.0
	2019	97	3	3.1	0	0.0	0	0.0	92	94.8	1	1.0	1	1.0
	2020	101	3	3.0	1	1.0	2	2.0	94	93.1	1	1.0	0	0.0
1	2018	127	6	4.7	0	0.0	0	0.0	119	93.7	2	1.6	0	0.0
	2019	107	2	1.9	1	0.9	3	2.8	97	90.7	2	1.9	2	1.9
	2020	103	0	0.0	0	0.0	0	0.0	102	99.0	1	1.0	0	0.0
2	2018	102	3	2.9	0	0.0	0	0.0	97	95.1	0	0.0	2	2.0
	2019	125	2	1.6	1	0.8	0	0.0	122	97.6	0	0.0	0	0.0
	2020	100	1	1.0	0	0.0	1	1.0	97	97.0	0	0.0	1	1.0
3	2018	110	2	1.8	0	0.0	1	0.9	106	96.4	0	0.0	1	0.9
	2019	102	3	2.9	0	0.0	0	0.0	98	96.1	0	0.0	1	1.0
	2020	110	2	1.8	0	0.0	0	0.0	108	98.2	0	0.0	0	0.0
4	2018	134	3	2.2	0	0.0	0	0.0	129	96.3	2	1.5	0	0.0
	2019	113	2	1.8	0	0.0	1	0.9	107	94.7	1	0.9	2	1.8
	2020	108	2	1.9	0	0.0	0	0.0	105	97.2	0	0.0	1	0.9
5	2018	134	2	1.5	0	0.0	1	0.7	130	97.0	0	0.0	1	0.7
	2019	133	4	3.0	0	0.0	0	0.0	129	97.0	0	0.0	0	0.0
	2020	109	2	1.8	0	0.0	1	0.9	104	95.4	0	0.0	2	1.8
PK-5	2018	796	20	2.5	2	0.3	4	0.5	760	95.5	6	0.8	4	0.5
	2019	759	18	2.4	2	0.3	5	0.7	723	95.3	5	0.7	6	0.8
	2020	712	10	1.4	2	0.3	4	0.6	690	96.9	2	0.3	4	0.6

Grade	Year	Enrollment	Economically Disadvantaged N	%	LEP N	%	Special Education N	%	At Risk N	%	TAG N	%	New (to District) N	%	Gender % Male	% Female	Retention Rate (%)
PK	2018	85	79	92.9	78	91.8	5	5.9	78	91.8	0	0.0	79	92.9	47.1	52.9	8.2
	2019	82	81	98.8	67	81.7	1	1.2	8	9.8	0	0.0	76	92.7	50.0	50.0	7.3
	2020	81	80	98.8	70	86.4	1	1.2	68	84.0	0	0.0	75	92.6	51.9	48.1	4.9
KN	2018	104	101	97.1	89	85.6	14	13.5	91	87.5	10	9.6	22	21.2	51.0	49.0	1.9
	2019	97	92	94.8	85	87.6	18	18.6	71	73.2	5	5.2	24	24.7	45.4	54.6	1.0
	2020	101	92	91.1	84	83.2	12	11.9	81	80.2	7	6.9	31	30.7	45.5	54.5	1.0
1	2018	127	125	98.4	110	86.6	14	11.0	110	86.6	9	7.1	17	13.4	50.4	49.6	0.8
	2019	107	100	93.5	85	79.4	18	16.8	75	70.1	14	13.1	18	16.8	48.6	51.4	0.9
	2020	103	100	97.1	95	92.2	15	14.6	87	84.5	13	12.6	19	18.4	50.5	49.5	0.0
2	2018	102	98	96.1	87	85.3	13	12.7	89	87.3	13	12.7	7	6.9	49.0	51.0	0.0
	2019	125	118	94.4	111	88.8	17	13.6	100	80.0	14	11.2	13	10.4	54.4	45.6	0.8
	2020	100	96	96.0	85	85.0	17	17.0	85	85.0	21	21.0	7	7.0	50.0	50.0	0.0
3	2018	110	107	97.3	85	77.3	12	10.9	85	77.3	18	16.4	8	7.3	52.7	47.3	0.0
	2019	102	95	93.1	86	84.3	12	11.8	77	75.5	14	13.7	14	13.7	45.1	54.9	0.0
	2020	110	108	98.2	103	93.6	16	14.5	103	93.6	20	18.2	7	6.4	55.5	44.5	0.0
4	2018	134	129	96.3	105	78.4	18	13.4	125	93.3	35	26.1	7	5.2	56.7	43.3	0.0
	2019	113	104	92.0	89	78.8	17	15.0	92	81.4	23	20.4	13	11.5	50.4	49.6	0.0
	2020	108	106	98.1	95	88.0	10	9.3	100	92.6	22	20.4	13	12.0	50.0	50.0	0.0
5	2018	134	131	97.8	111	82.8	8	6.0	125	93.3	31	23.1	11	8.2	48.5	51.5	0.7
	2019	133	123	92.5	112	84.2	16	12.0	117	88.0	36	27.1	11	8.3	60.9	39.1	0.0
	2020	109	101	92.7	89	81.7	14	12.8	89	81.7	27	24.8	11	10.1	54.1	45.9	1.8
PK-5	2018	796	770	96.7	665	83.5	84	10.6	703	88.3	116	14.6	151	19.0	51.0	49.0	1.4
	2019	759	713	93.9	635	83.7	99	13.0	540	71.1	106	14.0	169	22.3	51.3	48.7	1.2
	2020	712	683	95.9	621	87.2	85	11.9	613	86.1	110	15.4	163	22.9	51.1	48.9	1.0

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	102	11,061	98	96.4	10,520	95.1	11	10.8	17.8	94	9,830	92.4	88.9
	2019	94	10,918	90	96.1	10,370	95.0	8	8.5	5.7	84	9,637	89.3	88.3
	2020	96	10,874	91	94.6	10,319	94.9	5	5.2	3.8	89	9,815	92.7	90.3
1	2018	124	11,550	121	97.1	11,055	95.7	14	11.3	16.6	116	10,347	93.3	89.6
	2019	105	11,198	102	96.7	10,715	95.7	7	6.6	5.0	95	10,069	90.1	89.9
	2020	106	11,192	101	95.8	10,678	95.4	8	7.6	3.9	100	10,139	94.4	90.6
2	2018	103	11,864	100	97.2	11,398	96.1	9	8.7	15.9	98	10,717	94.9	90.3
	2019	121	11,232	117	96.2	10,781	96.0	9	7.4	4.8	112	10,169	92.3	90.5
	2020	101	11,070	97	96.3	10,616	95.9	2	2.0	3.2	96	10,175	95.0	91.9
3	2018	112	12,536	108	97.1	12,080	96.4	8	7.2	14.4	104	11,431	93.3	91.2
	2019	98	11,452	94	96.5	11,029	96.3	5	5.1	4.6	92	10,478	94.1	91.5
	2020	117	11,093	113	96.5	10,664	96.1	5	4.3	3.5	107	10,181	91.5	91.8
4	2018	133	12,675	130	97.8	12,235	96.5	11	8.3	14.1	128	11,637	96.3	91.8
	2019	111	12,118	108	96.9	11,690	96.5	5	4.5	4.9	102	11,112	91.8	91.7
	2020	108	11,323	104	96.4	10,902	96.3	4	3.7	3.4	101	10,479	93.7	92.5
5	2018	135	12,498	132	97.8	12,078	96.6	2	1.5	6.1	129	11,513	95.7	92.1
	2019	127	12,193	123	97.0	11,779	96.6	3	2.4	4.5	116	11,300	91.3	92.7
	2020	109	11,957	106	97.7	11,518	96.3	1	0.9	3.2	104	11,098	95.5	92.8
KN-5	2018	709	72,186	689	97.3	69,366	96.1	55	7.8	14.0	669	65,475	94.4	90.7
	2019	657	69,110	634	96.6	66,364	96.0	37	5.6	4.9	601	62,765	91.5	90.8
	2020	637	67,509	613	96.3	64,698	95.8	25	3.9	3.5	597	61,887	93.8	91.7

Teachers: 42

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	1	2.4
Hispanic	29	69.0
White	10	23.8
Multiple	0	0.0
Other	2	4.8

Gender	Number	Percentage
Female	29	69.0
Male	13	31.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	8.0	78.7
2018-19	5.3	76.4
2019-20	4.1	75.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	2.4
1	1	2.4
2	7	16.7
3	0	0.0
4	3	7.1
5	5	11.9
1-3	8	19.0
More than 3	33	78.6
1 - 5	16	38.1
6 - 10	15	35.7
11 - 20	8	19.0
More than 20	2	4.8

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (84)	Beginning	49	58.3	67	79.8	84	100.0	84	100.0	67	79.8
	Intermediate	27	32.1	14	16.7	0	0.0	0	0.0	17	20.2
	Advanced	7	8.3	3	3.6	0	0.0	0	0.0	0	0.0
	Advanced High	1	1.2	0	0.0	0	0.0	0	0.0	0	0.0
1 (95)	Beginning	56	58.9	80	84.2	84	88.4	83	87.4	80	84.2
	Intermediate	34	35.8	12	12.6	10	10.5	10	10.5	13	13.7
	Advanced	2	2.1	1	1.1	1	1.1	2	2.1	2	2.1
	Advanced High	3	3.2	2	2.1	0	0.0	0	0.0	0	0.0
2 (62)	Beginning	4	10.3	17	43.6	19	46.3	10	26.3	4	21.1
	Intermediate	16	41.0	18	46.2	13	31.7	24	63.2	12	63.2
	Advanced	12	30.8	4	10.3	9	22.0	1	2.6	2	10.5
	Advanced High	7	17.9	0	0.0	0	0.0	3	7.9	1	5.3
3 (97)	Beginning	7	7.2	24	24.7	0	0.0	40	42.1	0	0.0
	Intermediate	26	26.8	59	60.8	0	0.0	18	18.9	0	0.0
	Advanced	42	43.3	13	13.4	0	0.0	17	17.9	0	0.0
	Advanced High	22	22.7	1	1.0	0	0.0	20	21.1	0	0.0
4 (93)	Beginning	31	35.2	29	33.0	10	20.8	30	34.5	11	26.8
	Intermediate	22	25.0	43	48.9	13	27.1	29	33.3	10	24.4
	Advanced	27	30.7	15	17.0	11	22.9	10	11.5	16	39.0
	Advanced High	8	9.1	1	1.1	14	29.2	18	20.7	4	9.8

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	—	—	—	
77 / 7 (9.1%)	Beginning	62			
	Intermediate	6	7		
	Advanced	1	0	1	
	Advanced High	0	0	0	
54 / 9 (16.7%)	Beginning	1			
	Intermediate	7	4		
	Advanced	0	1	1	
	Advanced High	0	1	0	
90 / 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
78 / 9 (11.5%)	Beginning	3			
	Intermediate	0	9		
	Advanced	0	5	11	
	Advanced High	0	0	4	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (88)	Beginning	9	20.9	10	23.3	13	14.9	9	23.1	8	21.1
	Intermediate	8	18.6	18	41.9	23	26.4	7	17.9	7	18.4
	Advanced	16	37.2	14	32.6	18	20.7	12	30.8	14	36.8
	Advanced High	10	23.3	1	2.3	33	37.9	11	28.2	9	23.7
ALL (519)	Beginning	156	35.0	227	50.9	210	59.2	256	58.4	170	61.4
	Intermediate	133	29.8	164	36.8	59	16.6	88	20.1	59	21.3
	Advanced	106	23.8	50	11.2	39	11.0	42	9.6	34	12.3
	Advanced High	51	11.4	5	1.1	47	13.2	52	11.9	14	5.1

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
79 — 18 (22.8%)	Beginning	6			
	Intermediate	1		5	
	Advanced	1	7		6
	Advanced High	0	0		9
378 — 43 (11.4%)	Beginning	72			
	Intermediate	14		25	
	Advanced	2	13		19
	Advanced High	0	1		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

92	66.9	74.5			66.3		78.9	

GRADE 1 MATHEMATICS

GRADE 1 READING

11	69.5	81.7			90.9		91.2	

GRADE 1 READING

GRADE 1 READING SPANISH

81	76.9	84.6			80.2		89.5	

GRADE 1 READING SPANISH

GRADE 2 MATHEMATICS

86	65.8	76.2	81.5		70.9	98.8	76.5	92.3

GRADE 2 MATHEMATICS

GRADE 2 MATHEMATICS SPANISH

4	*	*	*		*	*	44.9	*

GRADE 2 MATHEMATICS SPANISH

GRADE 2 READING

19	62.9	75.3	85.6		73.7	100.0	72.1	91.3

GRADE 2 READING

GRADE 2 READING SPANISH

71	78.9	84.2	80.7		87.3	100.0	75.1	92.0

GRADE 2 READING SPANISH

GRADE 3 MATHEMATICS

107	64.9	76.6	81.0		68.2	90.7	70.6	90.8

GRADE 3 MATHEMATICS

GRADE 3 MATHEMATICS SPANISH

1	*	*	*		*	*	57.0	*

GRADE 3 MATHEMATICS SPANISH

GRADE 3 READING

12	46.3	67.8	81.0		41.7	100.0	62.6	88.7

GRADE 3 READING

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

| 97 | 54.2 | 72.5 | 79.5 | | 51.5 | 96.9 | 57.7 | 88.7 |

GRADE 4 LANGUAGE ARTS

| 18 | 53.3 | 66.6 | 78.7 | | 55.6 | 94.4 | 68.3 | 91.7 |

GRADE 4 LANGUAGE ARTS SPANISH

| 78 | 70.9 | 75.7 | 82.0 | | 71.8 | 100.0 | 68.5 | 91.9 |

GRADE 4 MATHEMATICS

| 93 | 66.8 | 75.7 | 80.8 | | 67.7 | 93.5 | 71.7 | 90.4 |

GRADE 4 MATHEMATICS SPANISH

| 3 | * | * | * | | * | * | 50.4 | * |

GRADE 4 READING

| 18 | 50.3 | 72.9 | 79.2 | | 66.7 | 100.0 | 68.8 | 92.4 |

GRADE 4 READING SPANISH

| 78 | 69.9 | 79.9 | 82.0 | | 78.2 | 100.0 | 80.7 | 91.8 |

GRADE 5 MATHEMATICS

| 94 | 73.4 | 80.5 | 84.9 | | 75.5 | 98.9 | 78.3 | 91.9 |

GRADE 5 MATHEMATICS SPANISH

| 5 | * | * | * | | * | * | 56.2 | * |

GRADE 5 READING

| 43 | 54.5 | 77.3 | 85.3 | | 81.4 | 100.0 | 79.5 | 94.1 |

GRADE 5 READING SPANISH

| 55 | 66.0 | 75.1 | 80.9 | | 70.9 | 98.2 | 79.8 | 94.9 |

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 MATHEMATICS SPANISH

GRADE 5 READING

GRADE 5 READING SPANISH

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 SCIENCE

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
94	70.9	74.3	85.6		60.6	100.0	76.5	95.9

GRADE 5 SCIENCE SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
5	*	*	*		*	*	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 5 SCIENCE

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

GRADE 5 SCIENCE SPANISH

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