Campus Data Packet for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 289

FELIX G. BOTELLO 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	68
1	80
2	79
3	76
4	77
5	68
ALL	537

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	22	4.1	2	6.3
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	1	0.2	*	*
Hispanic	500	93.1	22	68.8
White	7	1.3	6	18.8
Multiple	7	1.3	1	3.1
Other* (teachers only)	—	—	1	3.1
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	381	70.9
Economically disadvantaged	511	95.2
Limited English proficient (LEP)	371	69.1
Special education	42	7.8
Talented and Gifted (TAG)	75	14.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	86	4	4.7	0	0.0	0	0.0	81	94.2	0	0.0	1	1.2
	2019	89	2	2.2	0	0.0	0	0.0	85	95.5	2	2.2	0	0.0
	2020	89	1	1.1	0	0.0	0	0.0	86	96.6	0	0.0	2	2.2
KN	2018	70	7	10.0	0	0.0	0	0.0	63	90.0	0	0.0	0	0.0
	2019	61	5	8.2	0	0.0	0	0.0	55	90.2	1	1.6	0	0.0
	2020	68	3	4.4	0	0.0	1	1.5	64	94.1	0	0.0	0	0.0
1	2018	79	4	5.1	0	0.0	0	0.0	75	94.9	0	0.0	0	0.0
	2019	76	6	7.9	0	0.0	0	0.0	67	88.2	3	3.9	0	0.0
	2020	80	4	5.0	0	0.0	0	0.0	71	88.8	3	3.8	2	2.5
2	2018	83	2	2.4	1	1.2	0	0.0	79	95.2	1	1.2	0	0.0
	2019	74	2	2.7	0	0.0	0	0.0	72	97.3	0	0.0	0	0.0
	2020	79	6	7.6	0	0.0	0	0.0	69	87.3	3	3.8	1	1.3
3	2018	76	6	7.9	0	0.0	0	0.0	70	92.1	0	0.0	0	0.0
	2019	81	2	2.5	0	0.0	0	0.0	79	97.5	0	0.0	0	0.0
	2020	76	1	1.3	0	0.0	0	0.0	73	96.1	1	1.3	1	1.3
4	2018	89	5	5.6	0	0.0	1	1.1	82	92.1	0	0.0	1	1.1
	2019	77	7	9.1	0	0.0	0	0.0	69	89.6	1	1.3	0	0.0
	2020	77	2	2.6	0	0.0	0	0.0	75	97.4	0	0.0	0	0.0
5	2018	84	3	3.6	0	0.0	0	0.0	80	95.2	1	1.2	0	0.0
	2019	88	5	5.7	0	0.0	1	1.1	82	93.2	0	0.0	0	0.0
	2020	68	5	7.4	0	0.0	0	0.0	62	91.2	0	0.0	1	1.5
PK-5	2018	567	31	5.5	1	0.2	1	0.2	530	93.5	2	0.4	2	0.4
	2019	546	29	5.3	0	0.0	1	0.2	509	93.2	7	1.3	0	0.0
	2020	537	22	4.1	0	0.0	1	0.2	500	93.1	7	1.3	7	1.3

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	86	76	88.4	62	72.1	3	3.5	64	74.4	0	0.0	80	93.0	46.5	53.5	5.8
	2019	89	89	100.0	74	83.1	3	3.4	19	21.3	0	0.0	62	69.7	40.4	59.6	29.2
	2020	89	89	100.0	64	71.9	3	3.4	63	70.8	0	0.0	63	70.8	49.4	50.6	30.3
KN	2018	70	62	88.6	45	64.3	3	4.3	45	64.3	7	10.0	13	18.6	48.6	51.4	0.0
	2019	61	58	95.1	42	68.9	3	4.9	38	62.3	7	11.5	9	14.8	55.7	44.3	1.6
	2020	68	60	88.2	51	75.0	1	1.5	51	75.0	6	8.8	13	19.1	50.0	50.0	1.5
1	2018	79	71	89.9	52	65.8	5	6.3	53	67.1	10	12.7	7	8.9	55.7	44.3	1.3
	2019	76	70	92.1	49	64.5	8	10.5	43	56.6	14	18.4	7	9.2	48.7	51.3	0.0
	2020	80	76	95.0	53	66.3	4	5.0	52	65.0	14	17.5	11	13.8	48.8	51.3	1.3
2	2018	83	75	90.4	64	77.1	10	12.0	65	78.3	14	16.9	8	9.6	54.2	45.8	0.0
	2019	74	69	93.2	50	67.6	5	6.8	48	64.9	15	20.3	7	9.5	54.1	45.9	0.0
	2020	79	75	94.9	47	59.5	9	11.4	48	60.8	17	21.5	5	6.3	48.1	51.9	0.0
3	2018	76	72	94.7	55	72.4	7	9.2	58	76.3	8	10.5	7	9.2	50.0	50.0	1.3
	2019	81	75	92.6	62	76.5	8	9.9	60	74.1	16	19.8	5	6.2	60.5	39.5	3.7
	2020	76	73	96.1	51	67.1	6	7.9	52	68.4	16	21.1	8	10.5	52.6	47.4	1.3
4	2018	89	86	96.6	52	58.4	13	14.6	72	80.9	15	16.9	4	4.5	49.4	50.6	0.0
	2019	77	72	93.5	56	72.7	8	10.4	66	85.7	8	10.4	7	9.1	55.8	44.2	1.3
	2020	77	75	97.4	58	75.3	9	11.7	63	81.8	13	16.9	4	5.2	63.6	36.4	0.0
5	2018	84	81	96.4	64	76.2	14	16.7	71	84.5	13	15.5	5	6.0	50.0	50.0	1.2
	2019	88	80	90.9	51	58.0	13	14.8	69	78.4	16	18.2	7	8.0	53.4	46.6	0.0
	2020	68	63	92.6	47	69.1	10	14.7	52	76.5	9	13.2	5	7.4	58.8	41.2	0.0
PK-5	2018	567	523	92.2	394	69.5	55	9.7	428	75.5	67	11.8	124	21.9	50.6	49.4	1.4
	2019	546	513	94.0	384	70.3	48	8.8	343	62.8	76	13.9	104	19.0	52.4	47.6	5.7
	2020	537	511	95.2	371	69.1	42	7.8	381	70.9	75	14.0	109	20.3	52.9	47.1	5.6

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	69	11,061	65	93.7	10,520	95.1	11	16.0	17.8	61	9,830	88.6	88.9
	2019	58	10,918	56	96.0	10,370	95.0	2	3.4	5.7	54	9,637	92.5	88.3
	2020	72	10,874	69	95.2	10,319	94.9	2	2.8	3.8	68	9,815	94.0	90.3
1	2018	79	11,550	76	95.3	11,055	95.7	9	11.4	16.6	73	10,347	92.1	89.6
	2019	74	11,198	70	95.2	10,715	95.7	2	2.7	5.0	66	10,069	89.3	89.9
	2020	77	11,192	75	96.4	10,678	95.4	1	1.3	3.9	74	10,139	95.5	90.6
2	2018	80	11,864	77	95.2	11,398	96.1	13	16.2	15.9	71	10,717	88.3	90.3
	2019	72	11,232	69	96.6	10,781	96.0	1	1.4	4.8	66	10,169	92.0	90.5
	2020	77	11,070	74	95.5	10,616	95.9	0	0.0	3.2	73	10,175	94.6	91.9
3	2018	75	12,536	71	95.4	12,080	96.4	15	20.1	14.4	66	11,431	88.2	91.2
	2019	82	11,452	79	96.8	11,029	96.3	4	4.9	4.6	77	10,478	93.9	91.5
	2020	77	11,093	76	98.4	10,664	96.1	4	5.2	3.5	75	10,181	96.8	91.8
4	2018	90	12,675	86	95.7	12,235	96.5	10	11.2	14.1	83	11,637	92.7	91.8
	2019	74	12,118	71	96.0	11,690	96.5	9	12.1	4.9	69	11,112	92.9	91.7
	2020	76	11,323	73	96.8	10,902	96.3	1	1.3	3.4	74	10,479	97.8	92.5
5	2018	84	12,498	81	96.2	12,078	96.6	6	7.1	6.1	79	11,513	93.8	92.1
	2019	87	12,193	84	96.7	11,779	96.6	11	12.7	4.5	80	11,300	92.0	92.7
	2020	69	11,957	66	96.2	11,518	96.3	2	2.9	3.2	66	11,098	95.9	92.8
KN-5	2018	477	72,186	455	95.3	69,366	96.1	64	13.4	14.0	433	65,475	90.8	90.7
	2019	447	69,110	430	96.2	66,364	96.0	29	6.5	4.9	412	62,765	92.1	90.8
	2020	449	67,509	433	96.4	64,698	95.8	10	2.2	3.5	430	61,887	95.8	91.7

Teachers: 32

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	2	6.3
Hispanic	22	68.8
White	6	18.8
Multiple	1	3.1
Other	1	3.1

Gender	Number	Percentage
Female	26	81.3
Male	6	18.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.9	64.9
2018-19	6.7	82.4
2019-20	5.8	78.1

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	5	15.6
1	0	0.0
2	9	28.1
3	1	3.1
4	2	6.3
5	2	6.3
1-3	10	31.3
More than 3	17	53.1
1 - 5	14	43.8
6 - 10	4	12.5
11 - 20	6	18.8
More than 20	3	9.4

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
KN (53)	Beginning	6	11.3	5	9.4	36	67.9	35	66.0	6	11.3
	Intermediate	23	43.4	28	52.8	16	30.2	11	20.8	35	66.0
	Advanced	15	28.3	13	24.5	0	0.0	6	11.3	11	20.8
	Advanced High	9	17.0	7	13.2	1	1.9	1	1.9	1	1.9
1 (52)	Beginning	10	19.2	10	19.2	23	44.2	20	38.5	10	19.2
	Intermediate	10	19.2	16	30.8	23	44.2	21	40.4	18	34.6
	Advanced	15	28.8	12	23.1	4	7.7	6	11.5	20	38.5
	Advanced High	17	32.7	14	26.9	2	3.8	5	9.6	4	7.7
2 (44)	Beginning	1	2.3	6	14.0	15	34.1	11	25.0	2	4.7
	Intermediate	8	18.6	20	46.5	13	29.5	18	40.9	21	48.8
	Advanced	22	51.2	15	34.9	10	22.7	11	25.0	18	41.9
	Advanced High	12	27.9	2	4.7	6	13.6	4	9.1	2	4.7
3 (51)	Beginning	2	3.9	7	13.7	7	13.7	11	22.0	4	8.0
	Intermediate	7	13.7	17	33.3	12	23.5	11	22.0	15	30.0
	Advanced	10	19.6	11	21.6	18	35.3	7	14.0	14	28.0
	Advanced High	32	62.7	16	31.4	14	27.5	21	42.0	17	34.0
4 (56)	Beginning	8	14.3	9	16.1	8	14.3	10	17.9	4	7.1
	Intermediate	13	23.2	15	26.8	23	41.1	12	21.4	24	42.9
	Advanced	19	33.9	25	44.6	20	35.7	9	16.1	19	33.9
	Advanced High	16	28.6	7	12.5	5	8.9	25	44.6	9	16.1

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	–	–	–	
44 — 29 (65.9%)	Beginning	4			
	Intermediate	10	6		
	Advanced	1	14	5	
	Advanced High	0	1	3	
44 — 15 (34.1%)	Beginning	2			
	Intermediate	6	15		
	Advanced	0	7	11	
	Advanced High	0	0	2	
48 — 22 (45.8%)	Beginning	2			
	Intermediate	1	13		
	Advanced	0	4	10	
	Advanced High	0	2	15	
55 — 10 (18.2%)	Beginning	3			
	Intermediate	1	23		
	Advanced	0	0	19	
	Advanced High	0	0	9	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
5 (45)	Beginning	3	6.7	2	4.4	2	4.4	5	11.4	2	4.5
	Intermediate	11	24.4	4	8.9	8	17.8	6	13.6	7	15.9
	Advanced	8	17.8	28	62.2	13	28.9	7	15.9	10	22.7
	Advanced High	23	51.1	11	24.4	22	48.9	26	59.1	25	56.8
ALL (301)	Beginning	30	10.0	39	13.0	91	30.2	92	30.8	28	9.4
	Intermediate	72	24.0	100	33.3	95	31.6	79	26.4	120	40.3
	Advanced	89	29.7	104	34.7	65	21.6	46	15.4	92	30.9
	Advanced High	109	36.3	57	19.0	50	16.6	82	27.4	58	19.5

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years — N (%) Progressed	2020 Level	2019 Level Beg	2019 Level Int	2019 Level Adv	2019 Level Adv High
42 — **29 (69.0%)**	Beginning		1		
	Intermediate	1		5	
	Advanced	0	3		6
	Advanced High	0	0		25
233 — **105 (45.1%)**	Beginning		12		
	Intermediate	19		62	
	Advanced	1	28		51
	Advanced High	0	3		54

☐ 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

| 68 | 73.7 | 79.7 | | | 73.5 | | 78.9 | |

GRADE 1 READING

| 25 | 68.4 | 81.0 | | | 80.0 | | 91.2 | |

GRADE 1 READING SPANISH

| 43 | 82.4 | 88.3 | | | 90.7 | | 89.5 | |

GRADE 2 MATHEMATICS

| 70 | 75.9 | 83.2 | 82.1 | | 85.7 | 87.1 | 76.5 | 92.3 |

GRADE 2 READING

| 48 | 67.2 | 78.1 | 81.3 | | 77.1 | 91.7 | 72.1 | 91.3 |

GRADE 2 READING SPANISH

| 22 | 69.3 | 77.0 | 79.5 | | 81.8 | 77.3 | 75.1 | 92.0 |

GRADE 3 MATHEMATICS

| 61 | 72.4 | 81.6 | 84.2 | | 85.2 | 91.8 | 70.6 | 90.8 |

GRADE 3 MATHEMATICS SPANISH

| 4 | * | * | * | | * | * | 57.0 | * |

GRADE 3 READING

| 67 | 53.7 | 72.2 | 79.1 | | 62.7 | 77.6 | 62.6 | 88.7 |

GRADE 3 READING SPANISH

| 5 | * | * | * | | * | * | 57.7 | * |

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

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GRADE 2 MATHEMATICS

| | | | | | | | | |

GRADE 2 READING

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GRADE 2 READING SPANISH

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GRADE 3 MATHEMATICS

| | | | | | | | | |

GRADE 3 MATHEMATICS SPANISH

| | | | | | | | | |

GRADE 3 READING

| | | | | | | | | |

GRADE 3 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 4 LANGUAGE ARTS								
62	65.8	75.6	84.8		69.4	95.2	68.3	91.7
GRADE 4 LANGUAGE ARTS SPANISH								
6	54.9	62.4	72.3		50.0	50.0	68.5	91.9
GRADE 4 MATHEMATICS								
63	74.4	81.3	85.9		76.2	100.0	71.7	90.4
GRADE 4 MATHEMATICS SPANISH								
6	58.3	72.2	79.8		50.0	50.0	50.4	82.9
GRADE 4 READING								
63	54.9	75.4	84.9		76.2	96.8	68.8	92.4
GRADE 4 READING SPANISH								
6	61.7	74.4	72.3		50.0	50.0	80.7	91.8
GRADE 5 MATHEMATICS								
59	72.7	80.0	82.3		78.0	96.6	78.3	91.9
GRADE 5 MATHEMATICS SPANISH								
4	*	*	*		*	*	56.2	*
GRADE 5 READING								
58	53.9	77.0	75.6		84.5	89.7	79.5	94.1
GRADE 5 READING SPANISH								
5	*	*	*		*	*	79.8	*
GRADE 5 SCIENCE								
60	73.2	76.4	79.8		71.7	90.0	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 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								
GRADE 5 SCIENCE								

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 SPANISH

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

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