Campus Data Packet for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 184

BEN MILAM ELEMENTARY SCHOOL

STUDENTS AND STAFF

ENGLISH PROFICIENCY

LOCAL ASSESSMENT

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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	40
KN	31
1	47
2	43
3	34
4	38
5	40
ALL	273

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	57	20.9	3	15.8
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	5	1.8	*	*
Hispanic	176	64.5	10	52.6
White	19	7.0	5	26.3
Multiple	16	5.9	1	5.3
Other* (teachers only)	—	—	0	0.0
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	134	49.1
Economically disadvantaged	242	88.6
Limited English proficient (LEP)	110	40.3
Special education	42	15.4
Talented and Gifted (TAG)	83	30.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	35	5	14.3	0	0.0	0	0.0	24	68.6	4	11.4	2	5.7
	2019	32	8	25.0	0	0.0	2	6.3	22	68.8	0	0.0	0	0.0
	2020	40	6	15.0	0	0.0	0	0.0	28	70.0	5	12.5	1	2.5
KN	2018	44	4	9.1	0	0.0	1	2.3	33	75.0	5	11.4	1	2.3
	2019	44	14	31.8	0	0.0	1	2.3	27	61.4	0	0.0	1	2.3
	2020	31	5	16.1	0	0.0	3	9.7	18	58.1	3	9.7	2	6.5
1	2018	35	6	17.1	0	0.0	1	2.9	20	57.1	8	22.9	0	0.0
	2019	57	7	12.3	0	0.0	4	7.0	40	70.2	4	7.0	2	3.5
	2020	47	15	31.9	0	0.0	0	0.0	28	59.6	2	4.3	2	4.3
2	2018	35	4	11.4	0	0.0	0	0.0	25	71.4	5	14.3	1	2.9
	2019	42	13	31.0	0	0.0	1	2.4	20	47.6	6	14.3	2	4.8
	2020	43	4	9.3	0	0.0	2	4.7	29	67.4	3	7.0	5	11.6
3	2018	37	3	8.1	0	0.0	0	0.0	31	83.8	2	5.4	1	2.7
	2019	41	7	17.1	0	0.0	0	0.0	28	68.3	5	12.2	1	2.4
	2020	34	10	29.4	0	0.0	0	0.0	18	52.9	3	8.8	3	8.8
4	2018	60	9	15.0	0	0.0	0	0.0	45	75.0	4	6.7	2	3.3
	2019	33	6	18.2	0	0.0	0	0.0	25	75.8	2	6.1	0	0.0
	2020	38	7	18.4	0	0.0	0	0.0	27	71.1	2	5.3	2	5.3
5	2018	40	3	7.5	0	0.0	0	0.0	34	85.0	3	7.5	0	0.0
	2019	68	15	22.1	0	0.0	0	0.0	48	70.6	4	5.9	1	1.5
	2020	40	10	25.0	0	0.0	0	0.0	28	70.0	1	2.5	1	2.5
PK-5	2018	286	34	11.9	0	0.0	2	0.7	212	74.1	31	10.8	7	2.4
	2019	317	70	22.1	0	0.0	8	2.5	210	66.2	21	6.6	7	2.2
	2020	273	57	20.9	0	0.0	5	1.8	176	64.5	19	7.0	16	5.9

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	35	32	91.4	18	51.4	3	8.6	21	60.0	0	0.0	32	91.4	48.6	51.4	8.6
	2019	32	32	100.0	9	28.1	2	6.3	1	3.1	0	0.0	32	100.0	53.1	46.9	0.0
	2020	40	39	97.5	16	40.0	3	7.5	16	40.0	0	0.0	34	85.0	45.0	55.0	15.0
KN	2018	44	31	70.5	21	47.7	7	15.9	24	54.5	8	18.2	12	27.3	45.5	54.5	0.0
	2019	44	32	72.7	20	45.5	6	13.6	20	45.5	6	13.6	17	38.6	54.5	45.5	0.0
	2020	31	24	77.4	11	35.5	3	9.7	11	35.5	8	25.8	8	25.8	64.5	35.5	0.0
1	2018	35	22	62.9	13	37.1	3	8.6	15	42.9	9	25.7	6	17.1	57.1	42.9	0.0
	2019	57	45	78.9	22	38.6	12	21.1	19	33.3	12	21.1	17	29.8	47.4	52.6	1.8
	2020	47	44	93.6	18	38.3	8	17.0	24	51.1	11	23.4	9	19.1	46.8	53.2	4.3
2	2018	35	30	85.7	15	42.9	3	8.6	19	54.3	9	25.7	5	14.3	54.3	45.7	5.7
	2019	42	36	85.7	15	35.7	5	11.9	18	42.9	14	33.3	12	28.6	54.8	45.2	0.0
	2020	43	34	79.1	20	46.5	7	16.3	20	46.5	14	32.6	5	11.6	53.5	46.5	0.0
3	2018	37	33	89.2	13	35.1	7	18.9	17	45.9	15	40.5	1	2.7	45.9	54.1	2.7
	2019	41	34	82.9	16	39.0	6	14.6	20	48.8	12	29.3	7	17.1	58.5	41.5	0.0
	2020	34	33	97.1	15	44.1	7	20.6	16	47.1	13	38.2	8	23.5	52.9	47.1	0.0
4	2018	60	50	83.3	23	38.3	5	8.3	31	51.7	20	33.3	12	20.0	53.3	46.7	0.0
	2019	33	28	84.8	12	36.4	7	21.2	15	45.5	16	48.5	9	27.3	48.5	51.5	0.0
	2020	38	30	78.9	18	47.4	5	13.2	24	63.2	15	39.5	8	21.1	57.9	42.1	0.0
5	2018	40	34	85.0	16	40.0	4	10.0	26	65.0	17	42.5	7	17.5	57.5	42.5	5.0
	2019	68	55	80.9	26	38.2	8	11.8	46	67.6	19	27.9	10	14.7	50.0	50.0	1.5
	2020	40	38	95.0	12	30.0	9	22.5	23	57.5	22	55.0	11	27.5	52.5	47.5	2.5
PK-5	2018	286	232	81.1	119	41.6	32	11.2	153	53.5	78	27.3	75	26.2	51.7	48.3	2.8
	2019	317	262	82.6	120	37.9	46	14.5	139	43.8	79	24.9	104	32.8	52.1	47.9	0.6
	2020	273	242	88.6	110	40.3	42	15.4	134	49.1	83	30.4	83	30.4	52.7	47.3	3.3

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	46	11,061	45	95.8	10,520	95.1	13	28.0	17.8	41	9,830	88.2	88.9
	2019	41	10,918	39	95.4	10,370	95.0	13	31.4	5.7	34	9,637	82.1	88.3
	2020	33	10,874	31	95.0	10,319	94.9	7	21.5	3.8	28	9,815	86.1	90.3
1	2018	35	11,550	34	96.8	11,055	95.7	10	28.5	16.6	30	10,347	85.6	89.6
	2019	54	11,198	52	96.4	10,715	95.7	12	22.2	5.0	47	10,069	87.0	89.9
	2020	47	11,192	45	95.2	10,678	95.4	7	15.0	3.9	39	10,139	83.4	90.6
2	2018	36	11,864	35	97.1	11,398	96.1	6	16.5	15.9	34	10,717	93.3	90.3
	2019	39	11,232	37	96.6	10,781	96.0	9	23.3	4.8	32	10,169	82.9	90.5
	2020	46	11,070	44	97.5	10,616	95.9	6	13.2	3.2	41	10,175	90.0	91.9
3	2018	36	12,536	35	96.6	12,080	96.4	9	24.9	14.4	33	11,431	91.3	91.2
	2019	40	11,452	39	97.0	11,029	96.3	6	15.0	4.6	34	10,478	84.8	91.5
	2020	35	11,093	34	96.8	10,664	96.1	6	17.1	3.5	34	10,181	96.6	91.8
4	2018	61	12,675	59	97.2	12,235	96.5	7	11.4	14.1	56	11,637	91.5	91.8
	2019	32	12,118	31	97.0	11,690	96.5	16	49.9	4.9	26	11,112	81.2	91.7
	2020	37	11,323	37	97.9	10,902	96.3	4	10.7	3.4	35	10,479	93.3	92.5
5	2018	40	12,498	39	97.1	12,078	96.6	5	12.5	6.1	35	11,513	87.5	92.1
	2019	68	12,193	65	96.7	11,779	96.6	6	8.9	4.5	59	11,300	87.2	92.7
	2020	38	11,957	37	95.7	11,518	96.3	1	2.6	3.2	34	11,098	88.6	92.8
KN-5	2018	255	72,186	247	96.8	69,366	96.1	50	19.6	14.0	229	65,475	89.7	90.7
	2019	274	69,110	264	96.5	66,364	96.0	62	22.6	4.9	232	62,765	84.7	90.8
	2020	236	67,509	227	96.4	64,698	95.8	31	13.1	3.5	211	61,887	89.4	91.7

BEN MILAM ELEMENTARY SCHOOL (184)   **8**

September 3, 2020   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_ATTENDANCE   2020-21 Data Packet

Teachers: 19

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	15.8
Hispanic	10	52.6
White	5	26.3
Multiple	1	5.3
Other	0	0.0

Gender	Number	Percentage
Female	16	84.2
Male	3	15.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	5.7	85.7
2018-19	5.8	85.0
2019-20	5.9	70.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	10.5
1	0	0.0
2	1	5.3
3	1	5.3
4	0	0.0
5	3	15.8
1-3	2	10.5
More than 3	15	78.9
1 - 5	5	26.3
6 - 10	4	21.1
11 - 20	5	26.3
More than 20	3	15.8

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: / 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (11)	Beginning	2	18.2	2	18.2	10	90.9	10	90.9	2	18.2
	Intermediate	4	36.4	5	45.5	1	9.1	0	0.0	8	72.7
	Advanced	3	27.3	2	18.2	0	0.0	0	0.0	1	9.1
	Advanced High	2	18.2	2	18.2	0	0.0	1	9.1	0	0.0
1 (18)	Beginning	1	5.6	1	5.6	4	22.2	4	22.2	1	5.6
	Intermediate	2	11.1	5	27.8	10	55.6	6	33.3	5	27.8
	Advanced	8	44.4	7	38.9	4	22.2	7	38.9	9	50.0
	Advanced High	7	38.9	5	27.8	0	0.0	1	5.6	3	16.7
2 (20)	Beginning	3	15.0	6	30.0	4	20.0	5	25.0	2	10.0
	Intermediate	6	30.0	8	40.0	4	20.0	10	50.0	9	45.0
	Advanced	8	40.0	5	25.0	7	35.0	5	25.0	8	40.0
	Advanced High	3	15.0	1	5.0	5	25.0	0	0.0	1	5.0
3 (14)	Beginning	0	0.0	0	0.0	3	21.4	2	14.3	0	0.0
	Intermediate	1	7.1	12	85.7	5	35.7	3	21.4	5	35.7
	Advanced	4	28.6	2	14.3	5	35.7	3	21.4	7	50.0
	Advanced High	9	64.3	0	0.0	1	7.1	6	42.9	2	14.3
4 (18)	Beginning	1	5.6	1	5.6	3	16.7	3	16.7	1	5.6
	Intermediate	6	33.3	6	33.3	6	33.3	3	16.7	6	33.3
	Advanced	2	11.1	10	55.6	4	22.2	3	16.7	5	27.8
	Advanced High	9	50.0	1	5.6	5	27.8	9	50.0	6	33.3

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	–	–		–
18 / 16 (88.9%)	Beginning		1		
	Intermediate	4		1	
	Advanced	4	5		0
	Advanced High	1	2		0
18 / 2 (11.1%)	Beginning		2		
	Intermediate	0		8	
	Advanced	0	1		6
	Advanced High	0	0		1
12 / 3 (25.0%)	Beginning		0		
	Intermediate	0		4	
	Advanced	0	1		5
	Advanced High	0	0		2
16 / 6 (37.5%)	Beginning		1		
	Intermediate	0		6	
	Advanced	0	1		3
	Advanced High	0	0		5

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: / 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (12)	Beginning	0	0.0	3	25.0	0	0.0	0	0.0	0	0.0
	Intermediate	4	33.3	3	25.0	4	33.3	4	33.3	6	50.0
	Advanced	4	33.3	5	41.7	4	33.3	3	25.0	3	25.0
	Advanced High	4	33.3	1	8.3	4	33.3	5	41.7	3	25.0
ALL (93)	Beginning	7	7.5	13	14.0	24	25.8	24	25.8	6	6.5
	Intermediate	23	24.7	39	41.9	30	32.3	26	28.0	39	41.9
	Advanced	29	31.2	31	33.3	24	25.8	21	22.6	33	35.5
	Advanced High	34	36.6	10	10.8	15	16.1	22	23.7	15	16.1

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years / N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
12 / 3 (25.0%)	Beginning	0			
	Intermediate	0	6		
	Advanced	0	0	3	
	Advanced High	0	1	2	
76 / 30 (39.5%)	Beginning	4			
	Intermediate	4	25		
	Advanced	4	8	17	
	Advanced High	1	3	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

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

47	70.2	77.1			76.6		78.9	

GRADE 1 MATHEMATICS (Semester 2 — no data)

GRADE 1 READING

27	82.2	89.3			92.6		91.2	

GRADE 1 READING (Semester 2 — no data)

GRADE 1 READING SPANISH

20	75.3	83.5			80.0		89.5	

GRADE 1 READING SPANISH (Semester 2 — no data)

GRADE 2 MATHEMATICS

43	67.1	77.1	86.3		69.8	97.7	76.5	92.3

GRADE 2 MATHEMATICS (Semester 2 — no data)

GRADE 2 READING

29	66.6	77.7	87.6		69.0	100.0	72.1	91.3

GRADE 2 READING (Semester 2 — no data)

GRADE 2 READING SPANISH

14	60.4	70.3	77.1		64.3	85.7	75.1	92.0

GRADE 2 READING SPANISH (Semester 2 — no data)

GRADE 3 MATHEMATICS

33	73.4	82.3	84.1		93.9	93.9	70.6	90.8

GRADE 3 MATHEMATICS (Semester 2 — no data)

GRADE 3 READING

28	58.2	74.9	79.5		75.0	78.6	62.6	88.7

GRADE 3 READING (Semester 2 — no data)

GRADE 3 READING SPANISH

5	*	*	*		*	*	57.7	*

GRADE 3 READING SPANISH (Semester 2 — no data)

GRADE 4 LANGUAGE ARTS

26	65.6	75.4	84.4		69.2	100.0	68.3	91.7

GRADE 4 LANGUAGE ARTS (Semester 2 — no data)

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

9	62.7	69.0	86.2		44.4	100.0	68.5	91.9

GRADE 4 MATHEMATICS

34	73.5	80.6	84.5		76.5	88.2	71.7	90.4

GRADE 4 MATHEMATICS SPANISH

1	*	*	*		*	*	50.4	*

GRADE 4 READING

26	58.8	77.6	84.7		80.8	100.0	68.8	92.4

GRADE 4 READING SPANISH

9	60.0	73.3	86.2		55.6	100.0	80.7	91.8

GRADE 5 MATHEMATICS

38	69.4	77.6	86.7		73.7	92.1	78.3	91.9

GRADE 5 READING

32	50.0	75.0	84.0		71.9	100.0	79.5	94.1

GRADE 5 READING SPANISH

6	78.0	83.9	90.7		100.0	100.0	79.8	94.9

GRADE 5 SCIENCE

32	70.1	73.7	85.7		59.4	96.9	76.5	95.9

GRADE 5 SCIENCE SPANISH

6	69.1	75.6	91.8		50.0	100.0	73.2	94.7

SEMESTER 2 TESTS

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

GRADE 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

GRADE 5 SCIENCE SPANISH