



School Number 239

ARTURO SALAZAR ELEMENTARY SCHOOL

- 2. Contents Table of Contents
- 3. Notes Notes and Data Descriptions

STUDENTS AND STAFF

- 5. Summary Summary of Student and Teacher Statistics
- 6. Enroll (1) Enrollment Statistics by Ethnicity
- 7. Enroll (2) Enrollment Statistics by Select Student Group
- 8. Attendance Student Attendance Statistics
- 9. Teachers Teacher Statistics

ENGLISH PROFICIENCY

- 10. TELPAS Texas English Language Proficiency Assessment

LOCAL ASSESSMENT

- 12. ACP Dallas ISD Assessments of Course Performance

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	59
KN	71
1	56
2	74
3	84
4	83
5	82
ALL	509

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	7	1.4	6	17.6
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	499	98.0	19	55.9
White	1	0.2	8	23.5
Multiple	2	0.4	1	2.9
Other* (teachers only)	—	—	0	0.0
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	291	57.2
Economically disadvantaged	465	91.4
Limited English proficient (LEP)	286	56.2
Special education	38	7.5
Talented and Gifted (TAG)	103	20.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	57	1	1.8	0	0.0	0	0.0	55	96.5	1	1.8	0	0.0
	2019	70	0	0.0	0	0.0	0	0.0	70	100.0	0	0.0	0	0.0
	2020	59	0	0.0	0	0.0	0	0.0	59	100.0	0	0.0	0	0.0
KN	2018	76	0	0.0	0	0.0	0	0.0	76	100.0	0	0.0	0	0.0
	2019	54	1	1.9	0	0.0	0	0.0	53	98.1	0	0.0	0	0.0
	2020	71	1	1.4	0	0.0	0	0.0	70	98.6	0	0.0	0	0.0
1	2018	85	2	2.4	0	0.0	0	0.0	82	96.5	0	0.0	1	1.2
	2019	82	0	0.0	0	0.0	0	0.0	81	98.8	1	1.2	0	0.0
	2020	56	1	1.8	0	0.0	0	0.0	55	98.2	0	0.0	0	0.0
2	2018	89	0	0.0	0	0.0	0	0.0	89	100.0	0	0.0	0	0.0
	2019	80	2	2.5	0	0.0	0	0.0	78	97.5	0	0.0	0	0.0
	2020	74	1	1.4	0	0.0	0	0.0	72	97.3	1	1.4	0	0.0
3	2018	88	0	0.0	0	0.0	0	0.0	88	100.0	0	0.0	0	0.0
	2019	86	0	0.0	0	0.0	0	0.0	86	100.0	0	0.0	0	0.0
	2020	84	2	2.4	0	0.0	0	0.0	81	96.4	0	0.0	1	1.2
4	2018	108	0	0.0	0	0.0	0	0.0	108	100.0	0	0.0	0	0.0
	2019	80	1	1.3	0	0.0	0	0.0	79	98.8	0	0.0	0	0.0
	2020	83	0	0.0	0	0.0	0	0.0	82	98.8	0	0.0	1	1.2
5	2018	121	0	0.0	0	0.0	0	0.0	120	99.2	1	0.8	0	0.0
	2019	102	0	0.0	0	0.0	0	0.0	102	100.0	0	0.0	0	0.0
	2020	82	2	2.4	0	0.0	0	0.0	80	97.6	0	0.0	0	0.0
PK-5	2018	624	3	0.5	0	0.0	0	0.0	618	99.0	2	0.3	1	0.2
	2019	554	4	0.7	0	0.0	0	0.0	549	99.1	1	0.2	0	0.0
	2020	509	7	1.4	0	0.0	0	0.0	499	98.0	1	0.2	2	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	57	53	93.0	29	50.9	2	3.5	31	54.4	0	0.0	52	91.2	57.9	42.1	3.5
	2019	70	70	100.0	38	54.3	2	2.9	2	2.9	0	0.0	65	92.9	62.9	37.1	7.1
	2020	59	59	100.0	22	37.3	1	1.7	21	35.6	0	0.0	55	93.2	44.1	55.9	6.8
KN	2018	76	69	90.8	42	55.3	2	2.6	43	56.6	5	6.6	14	18.4	53.9	46.1	1.3
	2019	54	50	92.6	29	53.7	2	3.7	26	48.1	6	11.1	7	13.0	55.6	44.4	0.0
	2020	71	64	90.1	37	52.1	2	2.8	36	50.7	7	9.9	10	14.1	60.6	39.4	1.4
1	2018	85	74	87.1	58	68.2	7	8.2	61	71.8	6	7.1	6	7.1	57.6	42.4	8.2
	2019	82	78	95.1	45	54.9	3	3.7	40	48.8	11	13.4	11	13.4	58.5	41.5	1.2
	2020	56	50	89.3	31	55.4	4	7.1	29	51.8	14	25.0	3	5.4	50.0	50.0	1.8
2	2018	89	78	87.6	62	69.7	4	4.5	69	77.5	10	11.2	3	3.4	44.9	55.1	3.4
	2019	80	72	90.0	54	67.5	7	8.8	56	70.0	11	13.8	4	5.0	51.3	48.8	0.0
	2020	74	70	94.6	41	55.4	5	6.8	41	55.4	24	32.4	1	1.4	55.4	44.6	0.0
3	2018	88	82	93.2	44	50.0	4	4.5	47	53.4	11	12.5	6	6.8	48.9	51.1	0.0
	2019	86	73	84.9	60	69.8	7	8.1	65	75.6	10	11.6	4	4.7	50.0	50.0	0.0
	2020	84	78	92.9	53	63.1	11	13.1	53	63.1	12	14.3	5	6.0	57.1	42.9	0.0
4	2018	108	102	94.4	60	55.6	10	9.3	73	67.6	11	10.2	7	6.5	51.9	48.1	0.0
	2019	80	71	88.8	40	50.0	4	5.0	55	68.8	21	26.3	0	0.0	48.8	51.3	0.0
	2020	83	72	86.7	60	72.3	8	9.6	64	77.1	14	16.9	4	4.8	49.4	50.6	0.0
5	2018	121	114	94.2	64	52.9	18	14.9	87	71.9	17	14.0	9	7.4	57.0	43.0	0.0
	2019	102	88	86.3	51	50.0	15	14.7	73	71.6	19	18.6	3	2.9	52.9	47.1	0.0
	2020	82	72	87.8	42	51.2	7	8.5	47	57.3	32	39.0	2	2.4	51.2	48.8	0.0
PK-5	2018	624	572	91.7	359	57.5	47	7.5	411	65.9	60	9.6	97	15.5	53.0	47.0	2.1
	2019	554	502	90.6	317	57.2	40	7.2	317	57.2	78	14.1	94	17.0	54.0	46.0	1.1
	2020	509	465	91.4	286	56.2	38	7.5	291	57.2	103	20.2	80	15.7	52.8	47.2	1.2

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	74	11,061	71	95.4	10,520	95.1	5	6.7	17.8	71	9,830	95.7	88.9
	2019	53	10,918	50	94.3	10,370	95.0	0	0.0	5.7	47	9,637	88.0	88.3
	2020	72	10,874	67	93.8	10,319	94.9	1	1.4	3.8	67	9,815	93.4	90.3
1	2018	85	11,550	81	95.8	11,055	95.7	6	7.1	16.6	81	10,347	95.4	89.6
	2019	81	11,198	77	95.1	10,715	95.7	1	1.2	5.0	76	10,069	94.0	89.9
	2020	57	11,192	54	94.4	10,678	95.4	1	1.8	3.9	54	10,139	94.9	90.6
2	2018	88	11,864	85	96.5	11,398	96.1	4	4.5	15.9	85	10,717	96.4	90.3
	2019	82	11,232	78	94.6	10,781	96.0	0	0.0	4.8	73	10,169	88.8	90.5
	2020	74	11,070	71	95.3	10,616	95.9	1	1.4	3.2	72	10,175	97.3	91.9
3	2018	86	12,536	82	96.0	12,080	96.4	4	4.7	14.4	82	11,431	95.6	91.2
	2019	86	11,452	83	96.2	11,029	96.3	0	0.0	4.6	83	10,478	96.7	91.5
	2020	86	11,093	83	95.7	10,664	96.1	0	0.0	3.5	82	10,181	95.0	91.8
4	2018	106	12,675	102	96.2	12,235	96.5	5	4.7	14.1	102	11,637	96.3	91.8
	2019	81	12,118	78	96.0	11,690	96.5	1	1.2	4.9	75	11,112	92.8	91.7
	2020	81	11,323	79	97.4	10,902	96.3	1	1.2	3.4	77	10,479	95.0	92.5
5	2018	119	12,498	114	96.2	12,078	96.6	0	0.0	6.1	111	11,513	93.6	92.1
	2019	101	12,193	96	95.7	11,779	96.6	4	4.0	4.5	97	11,300	96.2	92.7
	2020	82	11,957	79	95.7	11,518	96.3	2	2.4	3.2	78	11,098	94.9	92.8
KN-5	2018	557	72,186	535	96.0	69,366	96.1	24	4.3	14.0	532	65,475	95.4	90.7
	2019	484	69,110	462	95.4	66,364	96.0	6	1.2	4.9	451	62,765	93.2	90.8
	2020	452	67,509	432	95.5	64,698	95.8	6	1.3	3.5	430	61,887	95.1	91.7

Teachers: 34

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	6	17.6
Hispanic	19	55.9
White	8	23.5
Multiple	1	2.9
Other	0	0.0

Gender	Number	Percentage
Female	30	88.2
Male	4	11.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.8	82.9
2018-19	8.1	79.5
2019-20	4.3	77.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	2.9
1	4	11.8
2	1	2.9
3	1	2.9
4	1	2.9
5	1	2.9
1-3	6	17.6
More than 3	27	79.4
1 - 5	8	23.5
6 - 10	9	26.5
11 - 20	11	32.4
More than 20	5	14.7

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
KN (37)	Beginning	10	27.0	11	29.7	35	94.6	34	91.9	11	29.7
	Intermediate	12	32.4	13	35.1	1	2.7	1	2.7	25	67.6
	Advanced	13	35.1	6	16.2	0	0.0	0	0.0	0	0.0
	Advanced High	2	5.4	7	18.9	1	2.7	2	5.4	1	2.7
1 (31)	Beginning	1	3.2	1	3.2	30	96.8	30	96.8	1	3.2
	Intermediate	3	9.7	7	22.6	1	3.2	1	3.2	30	96.8
	Advanced	17	54.8	9	29.0	0	0.0	0	0.0	0	0.0
	Advanced High	10	32.3	14	45.2	0	0.0	0	0.0	0	0.0
2 (41)	Beginning	0	0.0	11	26.8	29	70.7	11	26.8	8	19.5
	Intermediate	14	34.1	13	31.7	7	17.1	18	43.9	24	58.5
	Advanced	13	31.7	5	12.2	5	12.2	9	22.0	6	14.6
	Advanced High	14	34.1	12	29.3	0	0.0	3	7.3	3	7.3
3 (52)	Beginning	0	0.0	9	17.3	20	38.5	11	21.2	2	3.8
	Intermediate	6	11.5	21	40.4	16	30.8	12	23.1	25	48.1
	Advanced	19	36.5	16	30.8	10	19.2	11	21.2	21	40.4
	Advanced High	27	51.9	6	11.5	6	11.5	18	34.6	4	7.7
4 (57)	Beginning	3	5.3	5	8.8	5	8.8	5	8.8	3	5.3
	Intermediate	19	33.3	18	31.6	20	35.1	17	29.8	16	28.1
	Advanced	24	42.1	22	38.6	22	38.6	12	21.1	26	45.6
	Advanced High	11	19.3	12	21.1	10	17.5	23	40.4	12	21.1


Number Rated Both Years		2019 Level			
N (%) Progressed	2020 Level	Beg	Int	Adv	Adv High
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
30 24 (80.0%)	Beginning	0			
	Intermediate	24	6		
	Advanced	0	0	0	
	Advanced High	0	0	0	
40 20 (50.0%)	Beginning	7			
	Intermediate	11	13		
	Advanced	1	5	0	
	Advanced High	0	1	2	
51 24 (47.1%)	Beginning	1			
	Intermediate	2	23		
	Advanced	1	17	3	
	Advanced High	0	0	4	
56 13 (23.2%)	Beginning	2			
	Intermediate	0	16		
	Advanced	0	1	25	
	Advanced High	0	0	12	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (42)	Beginning	1	2.4	4	9.8	0	0.0	3	7.3	1	2.4
	Intermediate	6	14.6	12	29.3	8	19.0	6	14.6	7	17.1
	Advanced	13	31.7	18	43.9	11	26.2	5	12.2	15	36.6
	Advanced High	21	51.2	7	17.1	23	54.8	27	65.9	18	43.9
ALL (260)	Beginning	15	5.8	41	15.8	119	45.8	94	36.3	26	10.0
	Intermediate	60	23.2	84	32.4	53	20.4	55	21.2	127	49.0
	Advanced	99	38.2	76	29.3	48	18.5	37	14.3	68	26.3
	Advanced High	85	32.8	58	22.4	40	15.4	73	28.2	38	14.7

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years		2019 Level			
N (%) Progressed	2020 Level	Beg	Int	Adv	Adv High
41 <hr/> 20 (48.8%)	Beginning	1			
	Intermediate	1	6		
	Advanced	0	2	13	
	Advanced High	0	0	17	
218 <hr/> 101 (46.3%)	Beginning	11			
	Intermediate	38	64		
	Advanced	2	25	41	
	Advanced High	0	1	35	

 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

56	77.1	82.4			87.5		78.9	
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GRADE 1 READING

26	73.1	83.8			84.6		91.2	
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GRADE 1 READING SPANISH

30	85.0	90.0			100.0		89.5	
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GRADE 2 MATHEMATICS

71	72.8	81.0	79.7		80.3	83.1	76.5	92.3
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GRADE 2 READING

31	53.4	68.9	75.1		48.4	71.0	72.1	91.3
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GRADE 2 READING SPANISH

40	76.1	82.1	82.3		87.5	82.5	75.1	92.0
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GRADE 3 MATHEMATICS

77	60.8	73.9	76.8		67.5	79.2	70.6	90.8
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GRADE 3 READING

39	54.0	72.4	78.2		61.5	89.7	62.6	88.7
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GRADE 3 READING SPANISH

38	51.3	70.8	70.8		57.9	55.3	57.7	88.7
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GRADE 4 LANGUAGE ARTS

27	66.9	76.3	80.1		77.8	100.0	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

49	72.0	76.7	80.2		71.4	95.9	68.5	91.9
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GRADE 4 MATHEMATICS

76	73.6	80.7	75.6		80.3	73.7	71.7	90.4
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GRADE 4 READING

27	62.2	79.4	77.9		88.9	92.6	68.8	92.4
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GRADE 4 READING SPANISH

49	77.0	84.7	80.2		91.8	95.9	80.7	91.8
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GRADE 5 MATHEMATICS

77	84.2	88.5	80.7		97.4	92.2	78.3	91.9
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GRADE 5 READING

41	53.1	76.6	82.1		87.8	100.0	79.5	94.1
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GRADE 5 READING SPANISH

36	75.8	82.3	84.5		88.9	100.0	79.8	94.9
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GRADE 5 SCIENCE

77	78.6	81.1	84.9		83.1	98.7	76.5	95.9
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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 READING

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GRADE 5 READING SPANISH

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GRADE 5 SCIENCE

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