



School Number 112

JAMES BOWIE 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	69
KN	60
1	42
2	66
3	41
4	67
5	59
ALL	404

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	12	3.0	2	7.1
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	383	94.8	12	42.9
White	4	1.0	11	39.3
Multiple	4	1.0	1	3.6
Other* (teachers only)	—	—	2	7.1
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	294	72.8
Economically disadvantaged	392	97.0
Limited English proficient (LEP)	289	71.5
Special education	43	10.6
Talented and Gifted (TAG)	71	17.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	88	3	3.4	0	0.0	0	0.0	83	94.3	2	2.3	0	0.0
	2019	84	5	6.0	1	1.2	0	0.0	76	90.5	1	1.2	0	0.0
	2020	69	4	5.8	0	0.0	0	0.0	64	92.8	0	0.0	1	1.4
KN	2018	72	2	2.8	0	0.0	0	0.0	66	91.7	3	4.2	1	1.4
	2019	50	2	4.0	0	0.0	0	0.0	47	94.0	0	0.0	1	2.0
	2020	60	1	1.7	0	0.0	0	0.0	59	98.3	0	0.0	0	0.0
1	2018	58	3	5.2	0	0.0	0	0.0	54	93.1	1	1.7	0	0.0
	2019	71	0	0.0	0	0.0	0	0.0	69	97.2	1	1.4	1	1.4
	2020	42	2	4.8	0	0.0	0	0.0	39	92.9	0	0.0	1	2.4
2	2018	76	2	2.6	0	0.0	0	0.0	72	94.7	2	2.6	0	0.0
	2019	50	0	0.0	0	0.0	0	0.0	49	98.0	1	2.0	0	0.0
	2020	66	1	1.5	0	0.0	0	0.0	61	92.4	2	3.0	2	3.0
3	2018	91	5	5.5	0	0.0	0	0.0	85	93.4	1	1.1	0	0.0
	2019	77	0	0.0	0	0.0	0	0.0	76	98.7	1	1.3	0	0.0
	2020	41	1	2.4	0	0.0	0	0.0	40	97.6	0	0.0	0	0.0
4	2018	64	6	9.4	0	0.0	0	0.0	58	90.6	0	0.0	0	0.0
	2019	74	2	2.7	0	0.0	0	0.0	71	95.9	1	1.4	0	0.0
	2020	67	1	1.5	0	0.0	0	0.0	65	97.0	1	1.5	0	0.0
5	2018	71	2	2.8	0	0.0	0	0.0	67	94.4	2	2.8	0	0.0
	2019	61	5	8.2	0	0.0	0	0.0	56	91.8	0	0.0	0	0.0
	2020	59	2	3.4	1	1.7	0	0.0	55	93.2	1	1.7	0	0.0
PK-5	2018	520	23	4.4	0	0.0	0	0.0	485	93.3	11	2.1	1	0.2
	2019	467	14	3.0	1	0.2	0	0.0	444	95.1	5	1.1	2	0.4
	2020	404	12	3.0	1	0.2	0	0.0	383	94.8	4	1.0	4	1.0

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	88	84	95.5	58	65.9	3	3.4	60	68.2	0	0.0	79	89.8	52.3	47.7	8.0
	2019	84	84	100.0	51	60.7	6	7.1	24	28.6	0	0.0	58	69.0	50.0	50.0	31.0
	2020	69	69	100.0	45	65.2	5	7.2	42	60.9	0	0.0	44	63.8	53.6	46.4	34.8
KN	2018	72	64	88.9	39	54.2	6	8.3	40	55.6	16	22.2	15	20.8	51.4	48.6	0.0
	2019	50	49	98.0	31	62.0	7	14.0	29	58.0	10	20.0	7	14.0	58.0	42.0	2.0
	2020	60	60	100.0	36	60.0	4	6.7	34	56.7	11	18.3	15	25.0	55.0	45.0	1.7
1	2018	58	55	94.8	45	77.6	2	3.4	50	86.2	12	20.7	5	8.6	46.6	53.4	10.3
	2019	71	66	93.0	48	67.6	6	8.5	44	62.0	16	22.5	7	9.9	47.9	52.1	8.5
	2020	42	42	100.0	28	66.7	5	11.9	30	71.4	8	19.0	7	16.7	59.5	40.5	4.8
2	2018	76	72	94.7	58	76.3	9	11.8	62	81.6	11	14.5	5	6.6	59.2	40.8	2.6
	2019	50	49	98.0	44	88.0	4	8.0	42	84.0	10	20.0	4	8.0	52.0	48.0	14.0
	2020	66	61	92.4	46	69.7	4	6.1	45	68.2	18	27.3	5	7.6	51.5	48.5	13.6
3	2018	91	87	95.6	64	70.3	5	5.5	70	76.9	14	15.4	6	6.6	42.9	57.1	7.7
	2019	77	76	98.7	58	75.3	9	11.7	59	76.6	9	11.7	5	6.5	54.5	45.5	3.9
	2020	41	40	97.6	37	90.2	6	14.6	37	90.2	10	24.4	4	9.8	53.7	46.3	0.0
4	2018	64	60	93.8	40	62.5	10	15.6	48	75.0	12	18.8	6	9.4	50.0	50.0	4.7
	2019	74	72	97.3	54	73.0	9	12.2	64	86.5	12	16.2	3	4.1	48.6	51.4	1.4
	2020	67	64	95.5	52	77.6	9	13.4	56	83.6	11	16.4	8	11.9	53.7	46.3	0.0
5	2018	71	68	95.8	54	76.1	6	8.5	64	90.1	14	19.7	6	8.5	52.1	47.9	1.4
	2019	61	59	96.7	40	65.6	10	16.4	49	80.3	14	23.0	5	8.2	52.5	47.5	1.6
	2020	59	56	94.9	45	76.3	10	16.9	50	84.7	13	22.0	3	5.1	49.2	50.8	1.7
PK-5	2018	520	490	94.2	358	68.8	41	7.9	394	75.8	79	15.2	122	23.5	50.6	49.4	5.0
	2019	467	455	97.4	326	69.8	51	10.9	311	66.6	71	15.2	89	19.1	51.6	48.4	9.6
	2020	404	392	97.0	289	71.5	43	10.6	294	72.8	71	17.6	86	21.3	53.5	46.5	9.2

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	71	11,061	66	93.4	10,520	95.1	16	22.6	17.8	64	9,830	90.6	88.9
	2019	50	10,918	47	94.0	10,370	95.0	6	12.1	5.7	42	9,637	84.8	88.3
	2020	59	10,874	56	95.0	10,319	94.9	6	10.2	3.8	55	9,815	93.8	90.3
1	2018	57	11,550	55	95.8	11,055	95.7	13	22.7	16.6	52	10,347	90.8	89.6
	2019	71	11,198	68	95.5	10,715	95.7	5	7.0	5.0	65	10,069	91.4	89.9
	2020	43	11,192	40	93.5	10,678	95.4	4	9.4	3.9	37	10,139	86.6	90.6
2	2018	78	11,864	75	96.3	11,398	96.1	15	19.3	15.9	70	10,717	90.2	90.3
	2019	51	11,232	49	96.7	10,781	96.0	2	4.0	4.8	46	10,169	90.9	90.5
	2020	66	11,070	64	95.7	10,616	95.9	2	3.0	3.2	62	10,175	93.3	91.9
3	2018	91	12,536	88	95.9	12,080	96.4	10	11.0	14.4	84	11,431	92.0	91.2
	2019	77	11,452	74	96.5	11,029	96.3	3	3.9	4.6	71	10,478	92.4	91.5
	2020	43	11,093	42	96.0	10,664	96.1	4	9.2	3.5	40	10,181	92.2	91.8
4	2018	64	12,675	62	95.8	12,235	96.5	8	12.4	14.1	61	11,637	94.8	91.8
	2019	75	12,118	72	96.3	11,690	96.5	3	4.0	4.9	67	11,112	89.4	91.7
	2020	68	11,323	65	95.8	10,902	96.3	3	4.4	3.4	61	10,479	89.6	92.5
5	2018	69	12,498	68	97.7	12,078	96.6	6	8.7	6.1	63	11,513	91.1	92.1
	2019	59	12,193	57	96.8	11,779	96.6	3	5.1	4.5	56	11,300	94.4	92.7
	2020	61	11,957	58	95.9	11,518	96.3	4	6.6	3.2	54	11,098	88.6	92.8
KN-5	2018	430	72,186	412	95.8	69,366	96.1	68	15.8	14.0	394	65,475	91.6	90.7
	2019	382	69,110	367	96.0	66,364	96.0	22	5.8	4.9	347	62,765	90.8	90.8
	2020	340	67,509	325	95.4	64,698	95.8	23	6.8	3.5	309	61,887	90.8	91.7

Teachers: 28

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	2	7.1
Hispanic	12	42.9
White	11	39.3
Multiple	1	3.6
Other	2	7.1

Gender	Number	Percentage
Female	22	78.6
Male	6	21.4

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	8.7	90.9
2018-19	10.3	81.3
2019-20	5.4	70.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.6
1	5	17.9
2	0	0.0
3	0	0.0
4	1	3.6
5	1	3.6
1-3	5	17.9
More than 3	22	78.6
1 - 5	7	25.0
6 - 10	5	17.9
11 - 20	6	21.4
More than 20	9	32.1

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (36)	Beginning	25	69.4	28	77.8	36	100.0	36	100.0	28	77.8
	Intermediate	7	19.4	5	13.9	0	0.0	0	0.0	8	22.2
	Advanced	2	5.6	1	2.8	0	0.0	0	0.0	0	0.0
	Advanced High	2	5.6	2	5.6	0	0.0	0	0.0	0	0.0
1 (28)	Beginning	12	42.9	13	46.4	18	64.3	16	57.1	13	46.4
	Intermediate	7	25.0	8	28.6	6	21.4	8	28.6	11	39.3
	Advanced	9	32.1	7	25.0	4	14.3	4	14.3	4	14.3
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (46)	Beginning	6	13.0	19	41.3	19	41.3	24	52.2	9	19.6
	Intermediate	21	45.7	21	45.7	24	52.2	16	34.8	33	71.7
	Advanced	13	28.3	2	4.3	3	6.5	6	13.0	4	8.7
	Advanced High	6	13.0	4	8.7	0	0.0	0	0.0	0	0.0
3 (38)	Beginning	3	7.9	15	39.5	14	36.8	11	28.9	8	21.1
	Intermediate	8	21.1	18	47.4	17	44.7	11	28.9	17	44.7
	Advanced	20	52.6	4	10.5	3	7.9	6	15.8	10	26.3
	Advanced High	7	18.4	1	2.6	4	10.5	10	26.3	3	7.9
4 (51)	Beginning	9	17.6	15	29.4	13	25.5	8	15.7	7	13.7
	Intermediate	19	37.3	22	43.1	16	31.4	20	39.2	25	49.0
	Advanced	9	17.6	11	21.6	14	27.5	11	21.6	13	25.5
	Advanced High	14	27.5	3	5.9	8	15.7	12	23.5	6	11.8

PROGRESSION FROM 2019 TO 2020


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
26 12 (46.2%)	Beginning	11			
	Intermediate	9	2		
	Advanced	3	0	1	
	Advanced High	0	0	0	
44 12 (27.3%)	Beginning	7			
	Intermediate	8	25		
	Advanced	0	4	0	
	Advanced High	0	0	0	
33 8 (24.2%)	Beginning	3			
	Intermediate	3	14		
	Advanced	0	2	8	
	Advanced High	0	1	2	
44 9 (20.5%)	Beginning	2			
	Intermediate	2	21		
	Advanced	0	1	12	
	Advanced High	0	1	5	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (45)	Beginning	2	4.4	2	4.4	4	8.9	3	6.7	2	4.4
	Intermediate	10	22.2	20	44.4	10	22.2	8	17.8	7	15.6
	Advanced	17	37.8	21	46.7	22	48.9	8	17.8	23	51.1
	Advanced High	16	35.6	2	4.4	9	20.0	26	57.8	13	28.9
ALL (244)	Beginning	57	23.4	92	37.7	104	42.6	98	40.2	67	27.5
	Intermediate	72	29.5	94	38.5	73	29.9	63	25.8	101	41.4
	Advanced	70	28.7	46	18.9	46	18.9	35	14.3	54	22.1
	Advanced High	45	18.4	12	4.9	21	8.6	48	19.7	22	9.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
43 20 (46.5%)	Beginning	1			
	Intermediate	0	7		
	Advanced	0	7	15	
	Advanced High	0	0	13	
190 61 (32.1%)	Beginning	24			
	Intermediate	22	69		
	Advanced	3	14	36	
	Advanced High	0	2	20	

 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

34	77.3	82.5			82.4		78.9	
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GRADE 1 READING

12	81.3	88.8			100.0		91.2	
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GRADE 1 READING SPANISH

22	90.5	93.6			100.0		89.5	
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GRADE 2 MATHEMATICS

62	65.7	76.1	83.2		67.7	93.5	76.5	92.3
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GRADE 2 READING

22	63.4	75.6	82.3		63.6	86.4	72.1	91.3
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GRADE 2 READING SPANISH

41	80.4	85.3	80.3		97.6	97.6	75.1	92.0
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GRADE 3 MATHEMATICS

38	70.8	80.5	81.0		81.6	100.0	70.6	90.8
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GRADE 3 READING

8	57.5	74.5	79.9		62.5	100.0	62.6	88.7
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GRADE 3 READING SPANISH

27	57.2	74.3	76.2		70.4	100.0	57.7	88.7
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GRADE 4 LANGUAGE ARTS

25	61.6	72.6	81.3		68.0	96.0	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

29	73.8	78.2	81.4		82.8	93.1	68.5	91.9
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GRADE 4 MATHEMATICS

57	74.7	81.5	84.2		82.5	100.0	71.7	90.4
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GRADE 4 READING

25	52.4	74.0	84.5		72.0	100.0	68.8	92.4
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GRADE 4 READING SPANISH

30	82.3	88.2	81.4		100.0	93.3	80.7	91.8
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GRADE 5 MATHEMATICS

55	70.7	78.6	79.6		72.7	96.4	78.3	91.9
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GRADE 5 READING

18	50.5	75.3	85.7		83.3	100.0	79.5	94.1
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GRADE 5 READING SPANISH

36	70.6	78.5	87.6		75.0	100.0	79.8	94.9
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GRADE 5 SCIENCE

55	76.0	78.8	80.7		76.4	96.4	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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