



School Number 204

# ROSEMONT LOWER 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	100
KN	138
1	143
2	143
3	169
4	128
5	134
ALL	955

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	27	2.8	5	8.1
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	1	0.1	*	*
Hispanic	764	80.0	32	51.6
White	133	13.9	23	37.1
Multiple	29	3.0	1	1.6
Other* (teachers only)	—	—	1	1.6
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	360	37.7
Economically disadvantaged	622	65.1
Limited English proficient (LEP)	314	32.9
Special education	72	7.5
Talented and Gifted (TAG)	145	15.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	91	2	2.2	0	0.0	0	0.0	83	91.2	6	6.6	0	0.0
	2019	80	2	2.5	0	0.0	0	0.0	75	93.8	3	3.8	0	0.0
	2020	100	2	2.0	0	0.0	0	0.0	87	87.0	10	10.0	1	1.0
KN	2018	139	4	2.9	0	0.0	1	0.7	104	74.8	26	18.7	4	2.9
	2019	155	4	2.6	4	2.6	0	0.0	103	66.5	40	25.8	4	2.6
	2020	138	3	2.2	0	0.0	0	0.0	112	81.2	20	14.5	3	2.2
1	2018	167	2	1.2	0	0.0	1	0.6	131	78.4	31	18.6	2	1.2
	2019	142	4	2.8	0	0.0	0	0.0	106	74.6	29	20.4	3	2.1
	2020	143	1	0.7	0	0.0	0	0.0	104	72.7	28	19.6	10	7.0
2	2018	152	6	3.9	0	0.0	0	0.0	118	77.6	26	17.1	2	1.3
	2019	172	5	2.9	1	0.6	1	0.6	133	77.3	27	15.7	5	2.9
	2020	143	5	3.5	0	0.0	0	0.0	108	75.5	27	18.9	3	2.1
3	2018	153	4	2.6	0	0.0	0	0.0	116	75.8	29	19.0	4	2.6
	2019	152	8	5.3	0	0.0	0	0.0	119	78.3	24	15.8	1	0.7
	2020	169	7	4.1	0	0.0	1	0.6	134	79.3	21	12.4	6	3.6
4	2018	160	4	2.5	0	0.0	0	0.0	146	91.3	8	5.0	2	1.3
	2019	137	5	3.6	0	0.0	0	0.0	110	80.3	19	13.9	3	2.2
	2020	128	3	2.3	0	0.0	0	0.0	111	86.7	11	8.6	2	1.6
5	2018	153	4	2.6	0	0.0	0	0.0	133	86.9	16	10.5	0	0.0
	2019	160	7	4.4	0	0.0	0	0.0	146	91.3	5	3.1	2	1.3
	2020	134	6	4.5	0	0.0	0	0.0	108	80.6	16	11.9	4	3.0
PK-5	2018	1,015	26	2.6	0	0.0	2	0.2	831	81.9	142	14.0	14	1.4
	2019	998	35	3.5	5	0.5	1	0.1	792	79.4	147	14.7	18	1.8
	2020	955	27	2.8	0	0.0	1	0.1	764	80.0	133	13.9	29	3.0

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	91	72	79.1	40	44.0	14	15.4	46	50.5	0	0.0	80	87.9	46.2	53.8	4.4
	2019	80	79	98.8	45	56.3	5	6.3	12	15.0	0	0.0	68	85.0	45.0	55.0	15.0
	2020	100	99	99.0	40	40.0	3	3.0	40	40.0	0	0.0	87	87.0	49.0	51.0	13.0
KN	2018	139	77	55.4	42	30.2	10	7.2	47	33.8	8	5.8	61	43.9	51.8	48.2	3.6
	2019	155	89	57.4	40	25.8	16	10.3	43	27.7	10	6.5	69	44.5	53.5	46.5	3.2
	2020	138	85	61.6	45	32.6	15	10.9	45	32.6	14	10.1	47	34.1	50.7	49.3	2.9
1	2018	167	89	53.3	55	32.9	13	7.8	62	37.1	20	12.0	14	8.4	50.3	49.7	4.2
	2019	142	89	62.7	45	31.7	14	9.9	49	34.5	15	10.6	14	9.9	48.6	51.4	2.1
	2020	143	81	56.6	41	28.7	13	9.1	40	28.0	23	16.1	7	4.9	52.4	47.6	1.4
2	2018	152	96	63.2	41	27.0	8	5.3	48	31.6	15	9.9	11	7.2	48.7	51.3	1.3
	2019	172	99	57.6	58	33.7	11	6.4	57	33.1	26	15.1	14	8.1	47.7	52.3	0.0
	2020	143	89	62.2	45	31.5	18	12.6	46	32.2	18	12.6	8	5.6	48.3	51.7	1.4
3	2018	153	93	60.8	53	34.6	9	5.9	65	42.5	25	16.3	8	5.2	57.5	42.5	2.0
	2019	152	91	59.9	39	25.7	6	3.9	44	28.9	23	15.1	6	3.9	49.3	50.7	0.0
	2020	169	91	53.8	58	34.3	10	5.9	58	34.3	38	22.5	12	7.1	46.7	53.3	0.0
4	2018	160	133	83.1	59	36.9	11	6.9	87	54.4	31	19.4	5	3.1	47.5	52.5	0.0
	2019	137	87	63.5	48	35.0	7	5.1	72	52.6	23	16.8	5	3.6	57.7	42.3	0.0
	2020	128	88	68.8	38	29.7	6	4.7	67	52.3	18	14.1	5	3.9	48.4	51.6	0.0
5	2018	153	119	77.8	57	37.3	13	8.5	99	64.7	37	24.2	8	5.2	53.6	46.4	0.7
	2019	160	120	75.0	60	37.5	15	9.4	106	66.3	36	22.5	12	7.5	50.0	50.0	0.0
	2020	134	89	66.4	47	35.1	7	5.2	64	47.8	34	25.4	6	4.5	57.5	42.5	0.0
PK-5	2018	1,015	679	66.9	347	34.2	78	7.7	454	44.7	136	13.4	187	18.4	51.0	49.0	2.2
	2019	998	654	65.5	335	33.6	74	7.4	383	38.4	133	13.3	188	18.8	50.5	49.5	2.0
	2020	955	622	65.1	314	32.9	72	7.5	360	37.7	145	15.2	172	18.0	50.4	49.6	2.2

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	138	11,061	132	95.9	10,520	95.1	9	6.5	17.8	129	9,830	93.8	88.9
	2019	156	10,918	150	95.6	10,370	95.0	3	1.9	5.7	147	9,637	94.0	88.3
	2020	138	10,874	131	95.0	10,319	94.9	0	0.0	3.8	133	9,815	96.2	90.3
1	2018	168	11,550	162	96.6	11,055	95.7	6	3.6	16.6	165	10,347	98.5	89.6
	2019	142	11,198	137	96.1	10,715	95.7	2	1.4	5.0	134	10,069	94.1	89.9
	2020	144	11,192	139	96.3	10,678	95.4	2	1.4	3.9	139	10,139	96.4	90.6
2	2018	154	11,864	148	96.2	11,398	96.1	11	7.1	15.9	147	10,717	95.5	90.3
	2019	169	11,232	163	96.7	10,781	96.0	2	1.2	4.8	159	10,169	94.1	90.5
	2020	142	11,070	137	96.5	10,616	95.9	1	0.7	3.2	140	10,175	98.3	91.9
3	2018	152	12,536	148	97.1	12,080	96.4	6	3.9	14.4	148	11,431	97.1	91.2
	2019	150	11,452	146	96.9	11,029	96.3	2	1.3	4.6	147	10,478	97.8	91.5
	2020	169	11,093	164	97.1	10,664	96.1	0	0.0	3.5	165	10,181	97.7	91.8
4	2018	161	12,675	157	96.9	12,235	96.5	9	5.6	14.1	156	11,637	96.6	91.8
	2019	137	12,118	132	96.8	11,690	96.5	2	1.5	4.9	133	11,112	97.3	91.7
	2020	128	11,323	124	96.5	10,902	96.3	2	1.6	3.4	126	10,479	98.3	92.5
5	2018	153	12,498	148	96.9	12,078	96.6	6	3.9	6.1	149	11,513	97.4	92.1
	2019	157	12,193	153	97.0	11,779	96.6	1	0.6	4.5	154	11,300	97.9	92.7
	2020	135	11,957	130	96.5	11,518	96.3	0	0.0	3.2	134	11,098	99.2	92.8
KN-5	2018	926	72,186	895	96.6	69,366	96.1	47	5.1	14.0	894	65,475	96.6	90.7
	2019	912	69,110	881	96.5	66,364	96.0	12	1.3	4.9	874	62,765	95.8	90.8
	2020	857	67,509	826	96.3	64,698	95.8	5	0.6	3.5	837	61,887	97.7	91.7



Teachers: 62

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	5	8.1
Hispanic	32	51.6
White	23	37.1
Multiple	1	1.6
Other	1	1.6

Gender	Number	Percentage
Female	54	87.1
Male	8	12.9

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2017-18	7.8	86.4
2018-19	7.4	91.8
2019-20	7.3	78.7

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	1	1.6
1	3	4.8
2	1	1.6
3	3	4.8
4	7	11.3
5	1	1.6
1-3	7	11.3
More than 3	54	87.1
1 - 5	15	24.2
6 - 10	14	22.6
11 - 20	17	27.4
More than 20	15	24.2

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (45)	Beginning	12	26.7	15	33.3	43	95.6	41	91.1	16	35.6
	Intermediate	20	44.4	17	37.8	2	4.4	4	8.9	28	62.2
	Advanced	10	22.2	10	22.2	0	0.0	0	0.0	1	2.2
	Advanced High	3	6.7	3	6.7	0	0.0	0	0.0	0	0.0
1 (41)	Beginning	0	0.0	2	4.9	12	29.3	20	48.8	1	2.4
	Intermediate	12	29.3	11	26.8	21	51.2	7	17.1	22	53.7
	Advanced	14	34.1	17	41.5	4	9.8	10	24.4	14	34.1
	Advanced High	15	36.6	11	26.8	4	9.8	4	9.8	4	9.8
2 (45)	Beginning	0	0.0	1	12.5	10	22.2	2	66.7	0	0.0
	Intermediate	3	37.5	3	37.5	19	42.2	0	0.0	0	0.0
	Advanced	5	62.5	2	25.0	15	33.3	1	33.3	0	0.0
	Advanced High	0	0.0	2	25.0	1	2.2	0	0.0	0	0.0
3 (21)	Beginning	0	0.0	0	0.0	0	0.0	1	4.8	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	8	38.1	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	6	28.6	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	6	28.6	0	0.0
4 (37)	Beginning	0	0.0	0	0.0	0	0.0	4	10.8	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	13	35.1	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	9	24.3	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	11	29.7	0	0.0

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	-	-	-	
38 27 (71.1%)	Beginning	1			
	Intermediate	11	10		
	Advanced	3	10	0	
	Advanced High	0	2	1	
44 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
21 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
36 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	

PERFORMANCE IN 2020

Grade 2019-20  (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2020 Level	N	%	N	%	N	%	N	%	N	%
5  (47)	Beginning	0	0.0	4	44.4	0	0.0	0	0.0	0	0.0
	Intermediate	4	44.4	5	55.6	0	0.0	12	31.6	0	0.0
	Advanced	2	22.2	0	0.0	0	0.0	10	26.3	0	0.0
	Advanced High	3	33.3	0	0.0	0	0.0	16	42.1	0	0.0
ALL  (236)	Beginning	12	11.7	22	21.4	65	49.6	68	36.8	17	19.8
	Intermediate	39	37.9	36	35.0	42	32.1	44	23.8	50	58.1
	Advanced	31	30.1	29	28.2	19	14.5	36	19.5	15	17.4
	Advanced High	21	20.4	16	15.5	5	3.8	37	20.0	4	4.7

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years  N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
46  0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
185  27 (14.6%)	Beginning	1			
	Intermediate	11	10		
	Advanced	3	10	0	
	Advanced High	0	2	1	

 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**

141	75.9	81.5			79.4		78.9	
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**GRADE 1 READING**

105	79.0	87.4			92.4		91.2	
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**GRADE 1 READING SPANISH**

36	76.1	84.1			91.7		89.5	
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**GRADE 2 MATHEMATICS**

139	75.6	83.0	84.5		84.2	96.4	76.5	92.3
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**GRADE 2 READING**

106	75.8	83.8	86.0		86.8	97.2	72.1	91.3
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**GRADE 2 READING SPANISH**

33	72.0	79.0	81.9		78.8	97.0	75.1	92.0
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**GRADE 3 MATHEMATICS**

165	69.2	79.5	85.2		81.2	95.2	70.6	90.8
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**GRADE 3 MATHEMATICS SPANISH**

3	*	*	*		*	*	57.0	*
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**GRADE 3 READING**

143	63.9	78.3	82.8		80.4	98.6	62.6	88.7
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**GRADE 3 READING SPANISH**

25	50.4	70.2	79.4		60.0	92.0	57.7	88.7
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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 MATHEMATICS SPANISH**

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**GRADE 3 READING**

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**GRADE 3 READING SPANISH**

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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**

103	74.1	81.5	85.2		85.4	99.0	68.3	91.7
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**GRADE 4 LANGUAGE ARTS SPANISH**

23	69.8	74.9	83.4		65.2	100.0	68.5	91.9
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**GRADE 4 MATHEMATICS**

126	65.8	75.0	83.2		64.3	99.2	71.7	90.4
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**GRADE 4 READING**

102	57.0	76.5	89.2		78.4	100.0	68.8	92.4
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**GRADE 4 READING SPANISH**

24	70.6	80.4	83.5		83.3	100.0	80.7	91.8
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**GRADE 5 MATHEMATICS**

135	75.8	82.3	83.7		81.5	94.8	78.3	91.9
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**GRADE 5 READING**

106	57.3	78.6	85.6		84.0	100.0	79.5	94.1
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**GRADE 5 READING SPANISH**

29	69.6	77.8	84.8		86.2	100.0	79.8	94.9
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**GRADE 5 SCIENCE**

115	77.4	80.1	87.3		80.9	100.0	76.5	95.9
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**GRADE 5 SCIENCE SPANISH**

20	65.6	72.8	81.5		70.0	90.0	73.2	94.7
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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**

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**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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**GRADE 5 SCIENCE SPANISH**

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