



School Number 271

JULIAN T. SALDIVAR 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	136
KN	113
1	119
2	115
3	127
4	105
5	118
ALL	833

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	19	2.3	4	9.1
American Indian/Alaska Native	1	0.1	*	*
Asian/Hawaiian/Pacific Islander	1	0.1	*	*
Hispanic	802	96.3	32	72.7
White	7	0.8	7	15.9
Multiple	3	0.4	0	0.0
Other* (teachers only)	—	—	1	2.3
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	723	86.8
Economically disadvantaged	817	98.1
Limited English proficient (LEP)	722	86.7
Special education	46	5.5
Talented and Gifted (TAG)	106	12.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	107	3	2.8	0	0.0	1	0.9	103	96.3	0	0.0	0	0.0
	2019	90	3	3.3	0	0.0	0	0.0	86	95.6	1	1.1	0	0.0
	2020	136	3	2.2	1	0.7	0	0.0	132	97.1	0	0.0	0	0.0
KN	2018	99	1	1.0	0	0.0	0	0.0	96	97.0	2	2.0	0	0.0
	2019	111	3	2.7	0	0.0	1	0.9	107	96.4	0	0.0	0	0.0
	2020	113	2	1.8	0	0.0	0	0.0	109	96.5	0	0.0	2	1.8
1	2018	91	2	2.2	0	0.0	0	0.0	87	95.6	2	2.2	0	0.0
	2019	94	3	3.2	1	1.1	0	0.0	90	95.7	0	0.0	0	0.0
	2020	119	2	1.7	0	0.0	1	0.8	115	96.6	1	0.8	0	0.0
2	2018	95	1	1.1	1	1.1	0	0.0	93	97.9	0	0.0	0	0.0
	2019	96	0	0.0	1	1.0	0	0.0	92	95.8	3	3.1	0	0.0
	2020	115	5	4.3	0	0.0	0	0.0	109	94.8	1	0.9	0	0.0
3	2018	121	1	0.8	0	0.0	0	0.0	119	98.3	0	0.0	1	0.8
	2019	87	2	2.3	0	0.0	0	0.0	85	97.7	0	0.0	0	0.0
	2020	127	1	0.8	0	0.0	0	0.0	122	96.1	4	3.1	0	0.0
4	2018	82	1	1.2	0	0.0	0	0.0	81	98.8	0	0.0	0	0.0
	2019	107	1	0.9	0	0.0	0	0.0	105	98.1	1	0.9	0	0.0
	2020	105	4	3.8	0	0.0	0	0.0	100	95.2	0	0.0	1	1.0
5	2018	93	0	0.0	0	0.0	0	0.0	93	100.0	0	0.0	0	0.0
	2019	91	2	2.2	0	0.0	0	0.0	86	94.5	3	3.3	0	0.0
	2020	118	2	1.7	0	0.0	0	0.0	115	97.5	1	0.8	0	0.0
PK-5	2018	688	9	1.3	1	0.1	1	0.1	672	97.7	4	0.6	1	0.1
	2019	676	14	2.1	2	0.3	1	0.1	651	96.3	8	1.2	0	0.0
	2020	833	19	2.3	1	0.1	1	0.1	802	96.3	7	0.8	3	0.4

Enroll (2)

Enrollment Statistics by Select Student Group

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	107	104	97.2	90	84.1	2	1.9	92	86.0	0	0.0	101	94.4	51.4	48.6	7.5
	2019	90	89	98.9	80	88.9	1	1.1	9	10.0	0	0.0	83	92.2	48.9	51.1	11.1
	2020	136	134	98.5	111	81.6	4	2.9	110	80.9	0	0.0	130	95.6	55.1	44.9	3.7
KN	2018	99	93	93.9	78	78.8	4	4.0	79	79.8	13	13.1	16	16.2	40.4	59.6	0.0
	2019	111	110	99.1	98	88.3	2	1.8	70	63.1	9	8.1	31	27.9	48.6	51.4	0.0
	2020	113	112	99.1	96	85.0	0	0.0	96	85.0	23	20.4	30	26.5	59.3	40.7	0.0
1	2018	91	86	94.5	85	93.4	5	5.5	86	94.5	13	14.3	5	5.5	52.7	47.3	5.5
	2019	94	94	100.0	79	84.0	6	6.4	65	69.1	14	14.9	16	17.0	43.6	56.4	1.1
	2020	119	116	97.5	104	87.4	4	3.4	102	85.7	10	8.4	19	16.0	52.1	47.9	0.0
2	2018	95	93	97.9	80	84.2	13	13.7	82	86.3	21	22.1	2	2.1	56.8	43.2	2.1
	2019	96	94	97.9	89	92.7	4	4.2	77	80.2	15	15.6	14	14.6	51.0	49.0	2.1
	2020	115	113	98.3	98	85.2	12	10.4	97	84.3	15	13.0	17	14.8	52.2	47.8	2.6
3	2018	121	119	98.3	105	86.8	6	5.0	106	87.6	16	13.2	4	3.3	57.9	42.1	0.0
	2019	87	87	100.0	77	88.5	5	5.7	72	82.8	25	28.7	9	10.3	49.4	50.6	0.0
	2020	127	124	97.6	116	91.3	9	7.1	116	91.3	16	12.6	22	17.3	47.2	52.8	0.0
4	2018	82	82	100.0	69	84.1	8	9.8	75	91.5	21	25.6	3	3.7	58.5	41.5	2.4
	2019	107	103	96.3	97	90.7	6	5.6	96	89.7	19	17.8	8	7.5	55.1	44.9	0.9
	2020	105	101	96.2	90	85.7	7	6.7	93	88.6	26	24.8	20	19.0	48.6	51.4	1.9
5	2018	93	91	97.8	80	86.0	5	5.4	88	94.6	19	20.4	6	6.5	49.5	50.5	2.2
	2019	91	88	96.7	72	79.1	9	9.9	75	82.4	22	24.2	11	12.1	54.9	45.1	0.0
	2020	118	117	99.2	107	90.7	10	8.5	109	92.4	16	13.6	11	9.3	55.9	44.1	1.7
PK-5	2018	688	668	97.1	587	85.3	43	6.3	608	88.4	103	15.0	137	19.9	52.5	47.5	2.8
	2019	676	665	98.4	592	87.6	33	4.9	464	68.6	104	15.4	172	25.4	50.3	49.7	2.1
	2020	833	817	98.1	722	86.7	46	5.5	723	86.8	106	12.7	249	29.9	52.9	47.1	1.4

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	102	11,061	97	94.9	10,520	95.1	9	8.8	17.8	91	9,830	88.9	88.9
	2019	104	10,918	101	96.4	10,370	95.0	4	3.8	5.7	95	9,637	91.0	88.3
	2020	112	10,874	106	94.7	10,319	94.9	5	4.5	3.8	100	9,815	89.2	90.3
1	2018	96	11,550	92	95.7	11,055	95.7	9	9.4	16.6	84	10,347	87.4	89.6
	2019	92	11,198	89	96.8	10,715	95.7	3	3.3	5.0	84	10,069	91.5	89.9
	2020	121	11,192	117	96.4	10,678	95.4	3	2.5	3.9	114	10,139	94.2	90.6
2	2018	96	11,864	92	96.7	11,398	96.1	9	9.4	15.9	89	10,717	93.0	90.3
	2019	91	11,232	88	96.9	10,781	96.0	1	1.1	4.8	85	10,169	93.9	90.5
	2020	112	11,070	108	96.7	10,616	95.9	2	1.8	3.2	103	10,175	92.0	91.9
3	2018	122	12,536	118	97.0	12,080	96.4	7	5.7	14.4	116	11,431	95.1	91.2
	2019	86	11,452	84	97.4	11,029	96.3	3	3.5	4.6	83	10,478	96.6	91.5
	2020	125	11,093	120	96.3	10,664	96.1	2	1.6	3.5	120	10,181	96.2	91.8
4	2018	85	12,675	83	96.7	12,235	96.5	6	7.0	14.1	80	11,637	93.6	91.8
	2019	106	12,118	104	97.6	11,690	96.5	2	1.9	4.9	105	11,112	98.7	91.7
	2020	104	11,323	100	96.3	10,902	96.3	7	6.7	3.4	96	10,479	92.3	92.5
5	2018	92	12,498	89	96.8	12,078	96.6	1	1.1	6.1	86	11,513	93.6	92.1
	2019	87	12,193	85	97.2	11,779	96.6	2	2.3	4.5	82	11,300	94.1	92.7
	2020	120	11,957	115	95.9	11,518	96.3	6	5.0	3.2	113	11,098	93.9	92.8
KN-5	2018	593	72,186	572	96.3	69,366	96.1	41	6.9	14.0	546	65,475	92.0	90.7
	2019	566	69,110	549	97.0	66,364	96.0	15	2.6	4.9	534	62,765	94.3	90.8
	2020	694	67,509	667	96.1	64,698	95.8	25	3.6	3.5	646	61,887	93.1	91.7

Teachers: 44

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	4	9.1
Hispanic	32	72.7
White	7	15.9
Multiple	0	0.0
Other	1	2.3

Gender	Number	Percentage
Female	32	72.7
Male	12	27.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.9	80.5
2018-19	6.3	68.3
2019-20	6.7	81.1

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	6.8
1	3	6.8
2	2	4.5
3	3	6.8
4	7	15.9
5	3	6.8
1-3	8	18.2
More than 3	33	75.0
1 - 5	18	40.9
6 - 10	8	18.2
11 - 20	12	27.3
More than 20	3	6.8

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (94)	Beginning	85	90.4	90	95.7	94	100.0	94	100.0	93	98.9
	Intermediate	9	9.6	4	4.3	0	0.0	0	0.0	1	1.1
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (103)	Beginning	59	57.3	75	72.8	99	96.1	96	93.2	76	73.8
	Intermediate	41	39.8	25	24.3	1	1.0	4	3.9	24	23.3
	Advanced	1	1.0	1	1.0	1	1.0	1	1.0	1	1.0
	Advanced High	2	1.9	2	1.9	2	1.9	2	1.9	2	1.9
2 (91)	Beginning	17	18.7	41	45.1	0	0.0	43	47.3	0	0.0
	Intermediate	36	39.6	45	49.5	0	0.0	41	45.1	0	0.0
	Advanced	31	34.1	5	5.5	0	0.0	5	5.5	0	0.0
	Advanced High	7	7.7	0	0.0	0	0.0	2	2.2	0	0.0
3 (114)	Beginning	20	17.5	43	37.7	0	0.0	58	51.3	0	0.0
	Intermediate	25	21.9	51	44.7	0	0.0	31	27.4	0	0.0
	Advanced	44	38.6	15	13.2	0	0.0	15	13.3	0	0.0
	Advanced High	25	21.9	5	4.4	0	0.0	9	8.0	0	0.0
4 (88)	Beginning	33	38.4	26	30.2	0	0.0	23	26.1	0	0.0
	Intermediate	23	26.7	37	43.0	0	0.0	28	31.8	0	0.0
	Advanced	21	24.4	18	20.9	0	0.0	18	20.5	0	0.0
	Advanced High	9	10.5	5	5.8	0	0.0	19	21.6	0	0.0


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
88 19 (21.6%)	Beginning	61			
	Intermediate	16	8		
	Advanced	0	1	0	
	Advanced High	0	1	1	
77 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
92 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
71 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 (104)	Beginning	22	21.4	23	22.3	0	0.0	18	17.3	0	0.0
	Intermediate	36	35.0	37	35.9	0	0.0	34	32.7	0	0.0
	Advanced	29	28.2	35	34.0	0	0.0	19	18.3	0	0.0
	Advanced High	16	15.5	8	7.8	0	0.0	33	31.7	0	0.0
ALL (594)	Beginning	236	39.9	298	50.4	193	98.0	332	56.0	169	85.8
	Intermediate	170	28.8	199	33.7	1	0.5	138	23.3	25	12.7
	Advanced	126	21.3	74	12.5	1	0.5	58	9.8	1	0.5
	Advanced High	59	10.0	20	3.4	2	1.0	65	11.0	2	1.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
94 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
422 19 (4.5%)	Beginning	61			
	Intermediate	16	8		
	Advanced	0	1	0	
	Advanced High	0	1	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

103	83.0	86.9			88.3		78.9	
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GRADE 1 READING

14	81.4	88.9			100.0		91.2	
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GRADE 1 READING SPANISH

91	81.4	87.6			89.0		89.5	
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GRADE 2 MATHEMATICS

92	73.1	81.3	86.3		83.7	94.6	76.5	92.3
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GRADE 2 READING

11	69.5	79.7	87.4		90.9	100.0	72.1	91.3
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GRADE 2 READING SPANISH

80	66.4	74.8	83.1		68.8	93.8	75.1	92.0
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GRADE 3 MATHEMATICS

98	55.7	70.5	83.6		49.0	92.9	70.6	90.8
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GRADE 3 READING

9	56.1	73.7	80.4		77.8	100.0	62.6	88.7
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GRADE 3 READING SPANISH

91	43.7	66.2	77.8		40.7	79.1	57.7	88.7
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GRADE 4 LANGUAGE ARTS

12	64.7	74.8	87.7		66.7	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

69	68.4	73.6	82.1		69.6	94.2	68.5	91.9
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GRADE 4 MATHEMATICS

81	73.6	80.7	84.2		77.8	93.8	71.7	90.4
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GRADE 4 READING

12	61.7	79.1	90.8		91.7	100.0	68.8	92.4
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GRADE 4 READING SPANISH

70	64.7	76.5	82.4		71.4	94.3	80.7	91.8
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GRADE 5 MATHEMATICS

104	75.7	82.2	84.0		78.8	93.3	78.3	91.9
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GRADE 5 READING

17	42.5	71.3	77.4		64.7	100.0	79.5	94.1
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GRADE 5 READING SPANISH

88	69.4	77.6	83.2		75.0	87.5	79.8	94.9
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GRADE 5 SCIENCE

104	63.6	67.9	78.0		52.9	84.6	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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