



School Number 281

CESAR CHAVEZ 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	56
KN	87
1	104
2	85
3	93
4	109
5	131
ALL	665

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	314	47.2	13	28.9
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	18	2.7	*	*
Hispanic	323	48.6	20	44.4
White	10	1.5	8	17.8
Multiple	0	0.0	3	6.7
Other* (teachers only)	—	—	1	2.2
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	296	44.5
Economically disadvantaged	646	97.1
Limited English proficient (LEP)	250	37.6
Special education	87	13.1
Talented and Gifted (TAG)	84	12.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	45	11	24.4	0	0.0	4	8.9	28	62.2	1	2.2	1	2.2
	2019	54	17	31.5	0	0.0	3	5.6	32	59.3	2	3.7	0	0.0
	2020	56	28	50.0	0	0.0	2	3.6	26	46.4	0	0.0	0	0.0
KN	2018	55	19	34.5	0	0.0	2	3.6	32	58.2	1	1.8	1	1.8
	2019	99	42	42.4	0	0.0	4	4.0	48	48.5	4	4.0	1	1.0
	2020	87	39	44.8	0	0.0	4	4.6	44	50.6	0	0.0	0	0.0
1	2018	56	21	37.5	0	0.0	3	5.4	30	53.6	2	3.6	0	0.0
	2019	92	43	46.7	0	0.0	1	1.1	47	51.1	1	1.1	0	0.0
	2020	104	39	37.5	0	0.0	4	3.8	58	55.8	3	2.9	0	0.0
2	2018	72	25	34.7	0	0.0	2	2.8	43	59.7	0	0.0	2	2.8
	2019	98	55	56.1	0	0.0	5	5.1	36	36.7	2	2.0	0	0.0
	2020	85	44	51.8	0	0.0	1	1.2	40	47.1	0	0.0	0	0.0
3	2018	65	22	33.8	0	0.0	3	4.6	38	58.5	1	1.5	1	1.5
	2019	114	51	44.7	0	0.0	1	0.9	59	51.8	3	2.6	0	0.0
	2020	93	52	55.9	0	0.0	3	3.2	36	38.7	2	2.2	0	0.0
4	2018	77	16	20.8	0	0.0	6	7.8	52	67.5	3	3.9	0	0.0
	2019	126	57	45.2	0	0.0	3	2.4	65	51.6	1	0.8	0	0.0
	2020	109	49	45.0	0	0.0	1	0.9	56	51.4	3	2.8	0	0.0
5	2018	75	21	28.0	0	0.0	6	8.0	47	62.7	0	0.0	1	1.3
	2019	124	46	37.1	0	0.0	5	4.0	67	54.0	5	4.0	1	0.8
	2020	131	63	48.1	0	0.0	3	2.3	63	48.1	2	1.5	0	0.0
PK-5	2018	445	135	30.3	0	0.0	26	5.8	270	60.7	8	1.8	6	1.3
	2019	707	311	44.0	0	0.0	22	3.1	354	50.1	18	2.5	2	0.3
	2020	665	314	47.2	0	0.0	18	2.7	323	48.6	10	1.5	0	0.0

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	45	40	88.9	21	46.7	7	15.6	22	48.9	0	0.0	34	75.6	64.4	35.6	17.8
	2019	54	53	98.1	27	50.0	5	9.3	2	3.7	0	0.0	43	79.6	57.4	42.6	16.7
	2020	56	56	100.0	22	39.3	4	7.1	22	39.3	0	0.0	39	69.6	44.6	55.4	30.4
KN	2018	55	50	90.9	27	49.1	7	12.7	28	50.9	2	3.6	15	27.3	47.3	52.7	0.0
	2019	99	95	96.0	42	42.4	9	9.1	29	29.3	4	4.0	25	25.3	59.6	40.4	0.0
	2020	87	83	95.4	33	37.9	3	3.4	34	39.1	3	3.4	24	27.6	52.9	47.1	1.1
1	2018	56	52	92.9	20	35.7	11	19.6	26	46.4	9	16.1	7	12.5	57.1	42.9	1.8
	2019	92	90	97.8	37	40.2	9	9.8	33	35.9	8	8.7	13	14.1	43.5	56.5	1.1
	2020	104	99	95.2	48	46.2	18	17.3	48	46.2	19	18.3	16	15.4	54.8	45.2	1.9
2	2018	72	69	95.8	39	54.2	7	9.7	45	62.5	7	9.7	8	11.1	55.6	44.4	1.4
	2019	98	96	98.0	24	24.5	13	13.3	26	26.5	13	13.3	15	15.3	54.1	45.9	3.1
	2020	85	82	96.5	30	35.3	11	12.9	32	37.6	7	8.2	5	5.9	41.2	58.8	1.2
3	2018	65	62	95.4	24	36.9	11	16.9	20	30.8	5	7.7	8	12.3	63.1	36.9	0.0
	2019	114	112	98.2	54	47.4	19	16.7	56	49.1	22	19.3	11	9.6	50.0	50.0	0.9
	2020	93	91	97.8	23	24.7	14	15.1	24	25.8	15	16.1	14	15.1	55.9	44.1	0.0
4	2018	77	76	98.7	48	62.3	9	11.7	56	72.7	13	16.9	11	14.3	49.4	50.6	0.0
	2019	126	125	99.2	45	35.7	24	19.0	79	62.7	14	11.1	18	14.3	51.6	48.4	1.6
	2020	109	106	97.2	48	44.0	15	13.8	74	67.9	25	22.9	11	10.1	48.6	51.4	0.0
5	2018	75	74	98.7	33	44.0	13	17.3	60	80.0	16	21.3	5	6.7	53.3	46.7	0.0
	2019	124	124	100.0	58	46.8	22	17.7	85	68.5	24	19.4	6	4.8	52.4	47.6	0.0
	2020	131	129	98.5	46	35.1	22	16.8	62	47.3	15	11.5	18	13.7	55.0	45.0	0.0
PK-5	2018	445	423	95.1	212	47.6	65	14.6	257	57.8	52	11.7	88	19.8	55.3	44.7	2.2
	2019	707	695	98.3	287	40.6	101	14.3	310	43.8	85	12.0	131	18.5	52.3	47.7	2.3
	2020	665	646	97.1	250	37.6	87	13.1	296	44.5	84	12.6	127	19.1	51.1	48.9	3.2

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	56	11,061	54	95.8	10,520	95.1	14	25.0	17.8	50	9,830	89.4	88.9
	2019	94	10,918	88	93.2	10,370	95.0	10	10.6	5.7	77	9,637	81.8	88.3
	2020	85	10,874	81	95.3	10,319	94.9	7	8.3	3.8	76	9,815	89.9	90.3
1	2018	59	11,550	56	94.8	11,055	95.7	11	18.7	16.6	48	10,347	81.4	89.6
	2019	92	11,198	87	93.9	10,715	95.7	8	8.7	5.0	73	10,069	79.1	89.9
	2020	108	11,192	102	94.4	10,678	95.4	9	8.3	3.9	92	10,139	85.2	90.6
2	2018	75	11,864	72	96.1	11,398	96.1	12	16.0	15.9	67	10,717	89.5	90.3
	2019	93	11,232	87	94.2	10,781	96.0	5	5.4	4.8	75	10,169	80.8	90.5
	2020	91	11,070	86	94.5	10,616	95.9	11	12.1	3.2	78	10,175	86.1	91.9
3	2018	67	12,536	64	95.6	12,080	96.4	9	13.4	14.4	61	11,431	90.7	91.2
	2019	114	11,452	110	96.2	11,029	96.3	6	5.3	4.6	98	10,478	86.1	91.5
	2020	93	11,093	89	95.3	10,664	96.1	11	11.8	3.5	81	10,181	86.9	91.8
4	2018	78	12,675	75	96.4	12,235	96.5	18	23.1	14.1	66	11,637	84.6	91.8
	2019	126	12,118	121	95.8	11,690	96.5	7	5.6	4.9	108	11,112	85.8	91.7
	2020	104	11,323	99	94.9	10,902	96.3	4	3.8	3.4	93	10,479	89.0	92.5
5	2018	76	12,498	73	96.5	12,078	96.6	1	1.3	6.1	68	11,513	89.5	92.1
	2019	123	12,193	118	95.6	11,779	96.6	7	5.7	4.5	110	11,300	89.1	92.7
	2020	131	11,957	125	95.3	11,518	96.3	4	3.0	3.2	119	11,098	90.7	92.8
KN-5	2018	411	72,186	394	95.9	69,366	96.1	65	15.8	14.0	360	65,475	87.6	90.7
	2019	642	69,110	610	94.9	66,364	96.0	43	6.7	4.9	541	62,765	84.2	90.8
	2020	612	67,509	581	94.9	64,698	95.8	46	7.5	3.5	539	61,887	88.1	91.7

Teachers: 45

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	13	28.9
Hispanic	20	44.4
White	8	17.8
Multiple	3	6.7
Other	1	2.2

Gender	Number	Percentage
Female	34	75.6
Male	11	24.4

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	8.7	56.8
2018-19	5.4	21.2
2019-20	4.7	68.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	4.4
1	3	6.7
2	2	4.4
3	1	2.2
4	1	2.2
5	3	6.7
1-3	6	13.3
More than 3	37	82.2
1 - 5	10	22.2
6 - 10	13	28.9
11 - 20	15	33.3
More than 20	5	11.1

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (33)	Beginning	13	39.4	15	45.5	27	81.8	25	75.8	15	45.5
	Intermediate	15	45.5	14	42.4	6	18.2	8	24.2	16	48.5
	Advanced	5	15.2	4	12.1	0	0.0	0	0.0	2	6.1
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (49)	Beginning	10	20.4	10	20.4	28	57.1	25	51.0	10	20.4
	Intermediate	22	44.9	24	49.0	15	30.6	16	32.7	28	57.1
	Advanced	10	20.4	13	26.5	3	6.1	3	6.1	7	14.3
	Advanced High	7	14.3	2	4.1	3	6.1	5	10.2	4	8.2
2 (29)	Beginning	3	10.3	12	41.4	11	37.9	11	37.9	7	24.1
	Intermediate	17	58.6	16	55.2	12	41.4	15	51.7	21	72.4
	Advanced	7	24.1	1	3.4	6	20.7	3	10.3	1	3.4
	Advanced High	2	6.9	0	0.0	0	0.0	0	0.0	0	0.0
3 (23)	Beginning	3	13.6	10	45.5	12	54.5	2	8.7	4	19.0
	Intermediate	4	18.2	9	40.9	5	22.7	10	43.5	11	52.4
	Advanced	8	36.4	3	13.6	3	13.6	5	21.7	5	23.8
	Advanced High	7	31.8	0	0.0	2	9.1	6	26.1	1	4.8
4 (45)	Beginning	6	13.3	9	20.0	6	13.3	6	13.3	5	11.1
	Intermediate	15	33.3	23	51.1	8	17.8	12	26.7	13	28.9
	Advanced	13	28.9	13	28.9	18	40.0	11	24.4	21	46.7
	Advanced High	11	24.4	0	0.0	13	28.9	16	35.6	6	13.3

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 19 (50.0%)	Beginning	1			
	Intermediate	11	15		
	Advanced	1	3	3	
	Advanced High	0	2	2	
27 14 (51.9%)	Beginning	5			
	Intermediate	13	8		
	Advanced	0	1	0	
	Advanced High	0	0	0	
19 3 (15.8%)	Beginning	1			
	Intermediate	1	10		
	Advanced	0	1	3	
	Advanced High	0	0	1	
43 11 (25.6%)	Beginning	3			
	Intermediate	0	13		
	Advanced	0	5	16	
	Advanced High	0	0	6	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (44)	Beginning	10	22.7	13	29.5	7	15.9	11	25.0	8	18.2
	Intermediate	17	38.6	21	47.7	13	29.5	13	29.5	17	38.6
	Advanced	8	18.2	10	22.7	18	40.9	7	15.9	15	34.1
	Advanced High	9	20.5	0	0.0	6	13.6	13	29.5	4	9.1
ALL (223)	Beginning	45	20.3	69	31.1	91	41.0	80	35.9	49	22.2
	Intermediate	90	40.5	107	48.2	59	26.6	74	33.2	106	48.0
	Advanced	51	23.0	44	19.8	48	21.6	29	13.0	51	23.1
	Advanced High	36	16.2	2	0.9	24	10.8	40	17.9	15	6.8

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
35 8 (22.9%)	Beginning	2			
	Intermediate	1	13		
	Advanced	1	2	12	
	Advanced High	0	0	4	
162 55 (34.0%)	Beginning	12			
	Intermediate	26	59		
	Advanced	2	12	34	
	Advanced High	0	2	13	

 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

90	81.2	85.6			87.8		78.9	
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GRADE 1 READING

53	76.4	85.8			92.5		91.2	
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GRADE 1 READING SPANISH

37	89.3	92.9			94.6		89.5	
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GRADE 2 MATHEMATICS

81	70.7	79.5	82.9		75.3	93.8	76.5	92.3
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GRADE 2 READING

55	59.9	73.3	83.9		69.1	94.5	72.1	91.3
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GRADE 2 READING SPANISH

26	73.8	80.4	85.1		76.9	100.0	75.1	92.0
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GRADE 3 MATHEMATICS

77	55.5	70.4	79.3		50.6	84.4	70.6	90.8
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GRADE 3 MATHEMATICS SPANISH

1	*	*	*		*	*	57.0	*
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GRADE 3 READING

60	49.1	69.5	78.2		48.3	93.3	62.6	88.7
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GRADE 3 READING SPANISH

18	55.6	73.3	80.4		55.6	100.0	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

52	60.9	72.0	86.7		63.5	98.1	68.3	91.7
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GRADE 4 LANGUAGE ARTS SPANISH

39	71.8	76.5	81.5		71.8	92.3	68.5	91.9
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GRADE 4 MATHEMATICS

89	68.1	76.7	83.7		67.4	86.5	71.7	90.4
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GRADE 4 MATHEMATICS SPANISH

1	*	*	*		*	*	50.4	*
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GRADE 4 READING

51	45.5	70.3	78.9		52.9	94.1	68.8	92.4
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GRADE 4 READING SPANISH

39	69.1	79.4	81.5		79.5	92.3	80.7	91.8
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GRADE 5 MATHEMATICS

104	70.8	78.6	82.9		74.0	87.5	78.3	91.9
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GRADE 5 MATHEMATICS SPANISH

2	*	*	*		*	*	56.2	*
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GRADE 5 READING

71	52.3	76.2	76.4		74.6	83.1	79.5	94.1
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GRADE 5 READING SPANISH

35	71.0	78.8	79.3		74.3	91.4	79.8	94.9
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GRADE 5 SCIENCE

104	80.9	83.2	84.6		80.8	99.0	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

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GRADE 4 LANGUAGE ARTS SPANISH

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GRADE 4 MATHEMATICS

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GRADE 4 MATHEMATICS SPANISH

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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 MATHEMATICS SPANISH

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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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SEMESTER 1 TESTS

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

GRADE 5 SCIENCE SPANISH

2	*	*	*		*	*	73.2	*
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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 5 SCIENCE SPANISH

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