



School Number 117

RUFUS C. BURLESON 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	55
KN	78
1	96
2	66
3	73
4	95
5	101
ALL	564

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	225	39.9	16	45.7
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	326	57.8	13	37.1
White	1	0.2	6	17.1
Multiple	11	2.0	0	0.0
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	288	51.1
Economically disadvantaged	547	97.0
Limited English proficient (LEP)	251	44.5
Special education	31	5.5
Talented and Gifted (TAG)	80	14.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	71	26	36.6	0	0.0	0	0.0	45	63.4	0	0.0	0	0.0
	2019	61	22	36.1	1	1.6	0	0.0	36	59.0	2	3.3	0	0.0
	2020	55	22	40.0	0	0.0	0	0.0	32	58.2	0	0.0	1	1.8
KN	2018	72	32	44.4	0	0.0	0	0.0	38	52.8	1	1.4	1	1.4
	2019	90	38	42.2	1	1.1	0	0.0	50	55.6	0	0.0	1	1.1
	2020	78	32	41.0	0	0.0	0	0.0	44	56.4	0	0.0	2	2.6
1	2018	89	38	42.7	0	0.0	0	0.0	49	55.1	1	1.1	1	1.1
	2019	69	31	44.9	0	0.0	0	0.0	37	53.6	0	0.0	1	1.4
	2020	96	37	38.5	1	1.0	0	0.0	55	57.3	0	0.0	3	3.1
2	2018	94	38	40.4	0	0.0	0	0.0	54	57.4	1	1.1	1	1.1
	2019	80	31	38.8	0	0.0	0	0.0	48	60.0	0	0.0	1	1.3
	2020	66	34	51.5	0	0.0	0	0.0	31	47.0	0	0.0	1	1.5
3	2018	103	43	41.7	0	0.0	0	0.0	59	57.3	1	1.0	0	0.0
	2019	89	35	39.3	0	0.0	0	0.0	53	59.6	0	0.0	1	1.1
	2020	73	28	38.4	0	0.0	0	0.0	44	60.3	0	0.0	1	1.4
4	2018	128	46	35.9	1	0.8	0	0.0	81	63.3	0	0.0	0	0.0
	2019	97	36	37.1	1	1.0	0	0.0	56	57.7	4	4.1	0	0.0
	2020	95	36	37.9	0	0.0	0	0.0	56	58.9	0	0.0	3	3.2
5	2018	103	36	35.0	0	0.0	0	0.0	66	64.1	1	1.0	0	0.0
	2019	117	40	34.2	0	0.0	0	0.0	76	65.0	1	0.9	0	0.0
	2020	101	36	35.6	0	0.0	0	0.0	64	63.4	1	1.0	0	0.0
PK-5	2018	660	259	39.2	1	0.2	0	0.0	392	59.4	5	0.8	3	0.5
	2019	603	233	38.6	3	0.5	0	0.0	356	59.0	7	1.2	4	0.7
	2020	564	225	39.9	1	0.2	0	0.0	326	57.8	1	0.2	11	2.0

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	71	71	100.0	36	50.7	3	4.2	38	53.5	0	0.0	65	91.5	43.7	56.3	8.5
	2019	61	61	100.0	28	45.9	2	3.3	2	3.3	0	0.0	54	88.5	54.1	45.9	11.5
	2020	55	55	100.0	27	49.1	1	1.8	28	50.9	0	0.0	48	87.3	50.9	49.1	14.5
KN	2018	72	70	97.2	30	41.7	3	4.2	35	48.6	6	8.3	15	20.8	45.8	54.2	0.0
	2019	90	85	94.4	36	40.0	3	3.3	31	34.4	8	8.9	24	26.7	40.0	60.0	1.1
	2020	78	76	97.4	32	41.0	4	5.1	32	41.0	4	5.1	20	25.6	52.6	47.4	0.0
1	2018	89	89	100.0	43	48.3	10	11.2	36	40.4	6	6.7	7	7.9	53.9	46.1	2.2
	2019	69	68	98.6	29	42.0	7	10.1	31	44.9	9	13.0	4	5.8	49.3	50.7	1.4
	2020	96	93	96.9	38	39.6	3	3.1	35	36.5	20	20.8	14	14.6	47.9	52.1	1.0
2	2018	94	89	94.7	39	41.5	9	9.6	27	28.7	17	18.1	11	11.7	51.1	48.9	1.1
	2019	80	79	98.8	41	51.3	8	10.0	33	41.3	6	7.5	8	10.0	47.5	52.5	2.5
	2020	66	63	95.5	25	37.9	7	10.6	26	39.4	8	12.1	11	16.7	54.5	45.5	4.5
3	2018	103	100	97.1	44	42.7	9	8.7	46	44.7	15	14.6	9	8.7	50.5	49.5	0.0
	2019	89	89	100.0	38	42.7	4	4.5	25	28.1	14	15.7	7	7.9	47.2	52.8	1.1
	2020	73	70	95.9	37	50.7	4	5.5	37	50.7	12	16.4	7	9.6	43.8	56.2	1.4
4	2018	128	126	98.4	56	43.8	10	7.8	93	72.7	23	18.0	8	6.3	50.0	50.0	0.0
	2019	97	93	95.9	44	45.4	9	9.3	74	76.3	12	12.4	12	12.4	50.5	49.5	5.2
	2020	95	94	98.9	42	44.2	5	5.3	68	71.6	20	21.1	12	12.6	48.4	51.6	3.2
5	2018	103	103	100.0	50	48.5	6	5.8	87	84.5	15	14.6	9	8.7	54.4	45.6	0.0
	2019	117	116	99.1	56	47.9	7	6.0	86	73.5	26	22.2	10	8.5	43.6	56.4	0.9
	2020	101	96	95.0	50	49.5	7	6.9	62	61.4	16	15.8	11	10.9	46.5	53.5	3.0
PK-5	2018	660	648	98.2	298	45.2	50	7.6	362	54.8	82	12.4	124	18.8	50.3	49.7	1.4
	2019	603	591	98.0	272	45.1	40	6.6	282	46.8	75	12.4	119	19.7	46.9	53.1	3.0
	2020	564	547	97.0	251	44.5	31	5.5	288	51.1	80	14.2	123	21.8	48.9	51.1	3.4

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	75	11,061	71	94.7	10,520	95.1	22	29.3	17.8	63	9,830	83.8	88.9
	2019	87	10,918	82	93.5	10,370	95.0	6	6.9	5.7	74	9,637	84.6	88.3
	2020	74	10,874	70	94.0	10,319	94.9	2	2.7	3.8	64	9,815	86.5	90.3
1	2018	89	11,550	85	95.7	11,055	95.7	18	20.3	16.6	78	10,347	87.9	89.6
	2019	68	11,198	65	94.7	10,715	95.7	6	8.8	5.0	60	10,069	87.8	89.9
	2020	96	11,192	91	94.6	10,678	95.4	3	3.1	3.9	81	10,139	84.5	90.6
2	2018	100	11,864	95	94.6	11,398	96.1	26	25.9	15.9	83	10,717	82.7	90.3
	2019	84	11,232	80	95.6	10,781	96.0	7	8.3	4.8	73	10,169	86.9	90.5
	2020	67	11,070	63	94.1	10,616	95.9	7	10.4	3.2	52	10,175	77.5	91.9
3	2018	105	12,536	101	95.4	12,080	96.4	18	17.1	14.4	93	11,431	88.2	91.2
	2019	88	11,452	84	95.8	11,029	96.3	4	4.5	4.6	80	10,478	90.9	91.5
	2020	72	11,093	69	95.6	10,664	96.1	3	4.2	3.5	62	10,181	86.4	91.8
4	2018	128	12,675	123	96.1	12,235	96.5	19	14.9	14.1	115	11,637	90.1	91.8
	2019	98	12,118	93	94.8	11,690	96.5	9	9.2	4.9	85	11,112	86.7	91.7
	2020	95	11,323	91	95.7	10,902	96.3	3	3.2	3.4	83	10,479	87.2	92.5
5	2018	103	12,498	100	96.4	12,078	96.6	16	15.5	6.1	96	11,513	92.8	92.1
	2019	116	12,193	111	96.0	11,779	96.6	9	7.8	4.5	105	11,300	90.5	92.7
	2020	98	11,957	95	96.8	11,518	96.3	3	3.0	3.2	91	11,098	92.4	92.8
KN-5	2018	601	72,186	574	95.5	69,366	96.1	119	19.8	14.0	528	65,475	87.9	90.7
	2019	542	69,110	515	95.1	66,364	96.0	41	7.6	4.9	477	62,765	88.0	90.8
	2020	502	67,509	478	95.2	64,698	95.8	21	4.2	3.5	433	61,887	86.2	91.7

Teachers: 35

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	16	45.7
Hispanic	13	37.1
White	6	17.1
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	24	68.6
Male	11	31.4

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	8.0	54.8
2018-19	8.2	65.9
2019-20	6.1	40.5

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	7	20.0
1	2	5.7
2	6	17.1
3	3	8.6
4	0	0.0
5	1	2.9
1-3	11	31.4
More than 3	17	48.6
1 - 5	12	34.3
6 - 10	5	14.3
11 - 20	8	22.9
More than 20	3	8.6

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (32)	Beginning	12	37.5	18	56.3	28	87.5	28	87.5	18	56.3
	Intermediate	14	43.8	9	28.1	1	3.1	1	3.1	11	34.4
	Advanced	6	18.8	5	15.6	3	9.4	3	9.4	3	9.4
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (39)	Beginning	4	10.3	4	10.3	29	74.4	15	38.5	4	10.3
	Intermediate	12	30.8	16	41.0	6	15.4	22	56.4	26	66.7
	Advanced	13	33.3	15	38.5	1	2.6	1	2.6	7	17.9
	Advanced High	10	25.6	4	10.3	3	7.7	1	2.6	2	5.1
2 (25)	Beginning	4	16.0	14	56.0	0	0.0	12	54.5	0	0.0
	Intermediate	10	40.0	8	32.0	0	0.0	8	36.4	0	0.0
	Advanced	7	28.0	1	4.0	0	0.0	1	4.5	0	0.0
	Advanced High	4	16.0	2	8.0	0	0.0	1	4.5	0	0.0
3 (36)	Beginning	2	5.6	7	19.4	0	0.0	9	26.5	0	0.0
	Intermediate	8	22.2	17	47.2	0	0.0	13	38.2	0	0.0
	Advanced	16	44.4	8	22.2	0	0.0	7	20.6	0	0.0
	Advanced High	10	27.8	4	11.1	0	0.0	5	14.7	0	0.0
4 (41)	Beginning	7	17.9	2	5.1	0	0.0	11	26.8	0	0.0
	Intermediate	18	46.2	13	33.3	0	0.0	18	43.9	0	0.0
	Advanced	8	20.5	16	41.0	0	0.0	7	17.1	0	0.0
	Advanced High	6	15.4	8	20.5	0	0.0	5	12.2	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	-	-	-	
34 29 (85.3%)	Beginning	0			
	Intermediate	22	3		
	Advanced	4	1	2	
	Advanced High	0	1	1	
23 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
35 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
39 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 (49)	Beginning	4	8.3	7	14.6	0	0.0	6	13.6	0	0.0
	Intermediate	21	43.8	24	50.0	0	0.0	19	43.2	0	0.0
	Advanced	14	29.2	17	35.4	0	0.0	9	20.5	0	0.0
	Advanced High	9	18.8	0	0.0	0	0.0	10	22.7	0	0.0
ALL (222)	Beginning	33	15.1	52	23.7	57	80.3	81	38.2	22	31.0
	Intermediate	83	37.9	87	39.7	7	9.9	81	38.2	37	52.1
	Advanced	64	29.2	62	28.3	4	5.6	28	13.2	10	14.1
	Advanced High	39	17.8	18	8.2	3	4.2	22	10.4	2	2.8

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
45 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
176 29 (16.5%)	Beginning	0			
	Intermediate	22	3		
	Advanced	4	1	2	
	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

97	66.5	74.2			61.9		78.9	
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GRADE 1 READING

55	68.6	81.2			87.3		91.2	
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GRADE 1 READING SPANISH

37	82.7	88.5			89.2		89.5	
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GRADE 2 MATHEMATICS

61	55.9	69.2	84.4		47.5	88.5	76.5	92.3
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GRADE 2 READING

42	50.8	67.2	77.2		40.5	76.2	72.1	91.3
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GRADE 2 READING SPANISH

20	65.3	73.9	88.4		70.0	95.0	75.1	92.0
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GRADE 3 MATHEMATICS

71	56.5	71.0	82.5		54.9	80.3	70.6	90.8
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GRADE 3 READING

34	40.7	64.4	76.1		29.4	79.4	62.6	88.7
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GRADE 3 READING SPANISH

34	50.1	70.1	77.7		50.0	94.1	57.7	88.7
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GRADE 4 LANGUAGE ARTS

53	56.7	69.1	74.6		54.7	77.4	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

40	56.6	63.8	88.8		55.0	100.0	68.5	91.9
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GRADE 4 MATHEMATICS

93	57.5	68.9	80.0		51.6	82.8	71.7	90.4
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GRADE 4 READING

52	42.4	68.6	79.3		40.4	86.5	68.8	92.4
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GRADE 4 READING SPANISH

39	59.9	73.2	88.7		61.5	100.0	80.7	91.8
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GRADE 5 MATHEMATICS

98	55.1	67.1	76.1		51.0	71.4	78.3	91.9
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GRADE 5 READING

51	40.1	70.1	79.9		51.0	96.1	79.5	94.1
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GRADE 5 READING SPANISH

47	61.2	71.6	82.0		68.1	97.9	79.8	94.9
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GRADE 5 SCIENCE

51	64.6	68.8	97.6		52.9	100.0	76.5	95.9
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GRADE 5 SCIENCE SPANISH

46	60.6	68.9	71.0		50.0	47.8	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 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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