Campus Data Packet
for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 116

DAVID G. BURNET ELEMENTARY SCHOOL

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	95
KN	60
1	95
2	92
3	90
4	92
5	98
ALL	622

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	10	1.6	3	7.7
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	1	0.2	*	*
Hispanic	600	96.5	30	76.9
White	10	1.6	6	15.4
Multiple	0	0.0	0	0.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indican/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	520	83.6
Economically disadvantaged	605	97.3
Limited English proficient (LEP)	536	86.2
Special education	68	10.9
Talented and Gifted (TAG)	77	12.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	98	3	3.1	0	0.0	0	0.0	94	95.9	1	1.0	0	0.0
	2019	80	0	0.0	0	0.0	0	0.0	80	100.0	0	0.0	0	0.0
	2020	95	1	1.1	0	0.0	0	0.0	92	96.8	2	2.1	0	0.0
KN	2018	79	1	1.3	0	0.0	0	0.0	75	94.9	2	2.5	1	1.3
	2019	85	3	3.5	0	0.0	0	0.0	81	95.3	1	1.2	0	0.0
	2020	60	0	0.0	0	0.0	0	0.0	60	100.0	0	0.0	0	0.0
1	2018	90	1	1.1	0	0.0	0	0.0	89	98.9	0	0.0	0	0.0
	2019	90	1	1.1	1	1.1	0	0.0	86	95.6	2	2.2	0	0.0
	2020	95	2	2.1	0	0.0	0	0.0	92	96.8	1	1.1	0	0.0
2	2018	100	1	1.0	0	0.0	0	0.0	98	98.0	1	1.0	0	0.0
	2019	93	2	2.2	0	0.0	0	0.0	91	97.8	0	0.0	0	0.0
	2020	92	1	1.1	1	1.1	0	0.0	87	94.6	3	3.3	0	0.0
3	2018	87	3	3.4	0	0.0	0	0.0	83	95.4	0	0.0	1	1.1
	2019	94	0	0.0	0	0.0	0	0.0	93	98.9	1	1.1	0	0.0
	2020	90	1	1.1	0	0.0	1	1.1	87	96.7	1	1.1	0	0.0
4	2018	121	1	0.8	0	0.0	0	0.0	119	98.3	1	0.8	0	0.0
	2019	93	4	4.3	0	0.0	0	0.0	89	95.7	0	0.0	0	0.0
	2020	92	2	2.2	0	0.0	0	0.0	88	95.7	2	2.2	0	0.0
5	2018	107	1	0.9	0	0.0	0	0.0	106	99.1	0	0.0	0	0.0
	2019	108	1	0.9	0	0.0	0	0.0	107	99.1	0	0.0	0	0.0
	2020	98	3	3.1	0	0.0	0	0.0	94	95.9	1	1.0	0	0.0
PK-5	2018	682	11	1.6	0	0.0	0	0.0	664	97.4	5	0.7	2	0.3
	2019	643	11	1.7	1	0.2	0	0.0	627	97.5	4	0.6	0	0.0
	2020	622	10	1.6	1	0.2	1	0.2	600	96.5	10	1.6	0	0.0

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	98	97	99.0	83	84.7	5	5.1	83	84.7	0	0.0	90	91.8	53.1	46.9	8.2
	2019	80	79	98.8	71	88.8	5	6.3	15	18.8	0	0.0	65	81.3	55.0	45.0	18.8
	2020	95	94	98.9	69	72.6	2	2.1	65	68.4	0	0.0	76	80.0	48.4	51.6	17.9
KN	2018	79	76	96.2	68	86.1	6	7.6	68	86.1	9	11.4	14	17.7	49.4	50.6	0.0
	2019	85	81	95.3	70	82.4	8	9.4	54	63.5	4	4.7	20	23.5	45.9	54.1	0.0
	2020	60	59	98.3	55	91.7	3	5.0	54	90.0	6	10.0	12	20.0	65.0	35.0	1.7
1	2018	90	90	100.0	81	90.0	6	6.7	82	91.1	15	16.7	4	4.4	46.7	53.3	2.2
	2019	90	85	94.4	79	87.8	17	18.9	66	73.3	8	8.9	16	17.8	53.3	46.7	2.2
	2020	95	90	94.7	77	81.1	10	10.5	68	71.6	12	12.6	17	17.9	41.1	58.9	3.2
2	2018	100	99	99.0	92	92.0	8	8.0	92	92.0	12	12.0	7	7.0	51.0	49.0	0.0
	2019	93	88	94.6	82	88.2	10	10.8	77	82.8	20	21.5	8	8.6	45.2	54.8	0.0
	2020	92	88	95.7	81	88.0	14	15.2	80	87.0	12	13.0	6	6.5	54.3	45.7	0.0
3	2018	87	87	100.0	76	87.4	14	16.1	76	87.4	8	9.2	5	5.7	65.5	34.5	0.0
	2019	94	90	95.7	86	91.5	8	8.5	79	84.0	12	12.8	8	8.5	48.9	51.1	0.0
	2020	90	87	96.7	83	92.2	10	11.1	79	87.8	17	18.9	13	14.4	54.4	45.6	1.1
4	2018	121	120	99.2	103	85.1	8	6.6	109	90.1	30	24.8	7	5.8	57.0	43.0	0.0
	2019	93	90	96.8	83	89.2	15	16.1	80	86.0	13	14.0	13	14.0	62.4	37.6	1.1
	2020	92	92	100.0	85	92.4	12	13.0	86	93.5	14	15.2	9	9.8	50.0	50.0	0.0
5	2018	107	104	97.2	94	87.9	6	5.6	97	90.7	23	21.5	5	4.7	49.5	50.5	0.0
	2019	108	107	99.1	90	83.3	9	8.3	95	88.0	30	27.8	7	6.5	56.5	43.5	0.0
	2020	98	95	96.9	86	87.8	17	17.3	88	89.8	16	16.3	11	11.2	56.1	43.9	0.0
PK-5	2018	682	673	98.7	597	87.5	53	7.8	607	89.0	97	14.2	132	19.4	53.2	46.8	1.5
	2019	643	620	96.4	561	87.2	72	11.2	466	72.5	87	13.5	137	21.3	52.6	47.4	2.8
	2020	622	605	97.3	536	86.2	68	10.9	520	83.6	77	12.4	144	23.2	52.1	47.9	3.5

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	84	11,061	81	96.3	10,520	95.1	7	8.4	17.8	78	9,830	93.2	88.9
	2019	84	10,918	81	96.7	10,370	95.0	1	1.2	5.7	79	9,637	93.8	88.3
	2020	65	10,874	63	96.2	10,319	94.9	3	4.6	3.8	56	9,815	85.6	90.3
1	2018	92	11,550	89	96.9	11,055	95.7	10	10.9	16.6	88	10,347	95.5	89.6
	2019	85	11,198	83	96.8	10,715	95.7	3	3.5	5.0	81	10,069	94.8	89.9
	2020	93	11,192	89	96.0	10,678	95.4	1	1.1	3.9	81	10,139	87.5	90.6
2	2018	99	11,864	95	96.4	11,398	96.1	12	12.1	15.9	92	10,717	93.0	90.3
	2019	91	11,232	89	97.7	10,781	96.0	3	3.3	4.8	88	10,169	96.3	90.5
	2020	95	11,070	91	96.5	10,616	95.9	1	1.1	3.2	86	10,175	90.9	91.9
3	2018	91	12,536	89	97.2	12,080	96.4	8	8.8	14.4	85	11,431	93.0	91.2
	2019	94	11,452	91	97.2	11,029	96.3	3	3.2	4.6	89	10,478	94.8	91.5
	2020	91	11,093	87	96.5	10,664	96.1	0	0.0	3.5	83	10,181	91.6	91.8
4	2018	120	12,675	116	96.9	12,235	96.5	11	9.2	14.1	113	11,637	94.3	91.8
	2019	89	12,118	87	97.7	11,690	96.5	3	3.4	4.9	84	11,112	94.3	91.7
	2020	91	11,323	88	97.2	10,902	96.3	1	1.1	3.4	84	10,479	92.4	92.5
5	2018	108	12,498	105	97.2	12,078	96.6	3	2.8	6.1	103	11,513	95.0	92.1
	2019	111	12,193	108	97.4	11,779	96.6	6	5.4	4.5	104	11,300	93.7	92.7
	2020	98	11,957	94	96.3	11,518	96.3	2	2.0	3.2	90	11,098	91.8	92.8
KN-5	2018	594	72,186	575	96.8	69,366	96.1	51	8.6	14.0	559	65,475	94.0	90.7
	2019	555	69,110	540	97.3	66,364	96.0	19	3.4	4.9	525	62,765	94.6	90.8
	2020	532	67,509	513	96.5	64,698	95.8	8	1.5	3.5	480	61,887	90.2	91.7

Teachers: 39

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	7.7
Hispanic	30	76.9
White	6	15.4
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	29	74.4
Male	10	25.6

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.7	86.7
2018-19	5.3	88.1
2019-20	5.2	94.9

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	0	0.0
2	0	0.0
3	1	2.6
4	0	0.0
5	3	7.7
1-3	1	2.6
More than 3	38	97.4
1 - 5	4	10.3
6 - 10	11	28.2
11 - 20	17	43.6
More than 20	7	17.9

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
KN (56)	Beginning	44	78.6	50	89.3	55	98.2	55	98.2	50	89.3
	Intermediate	10	17.9	4	7.1	1	1.8	1	1.8	6	10.7
	Advanced	2	3.6	2	3.6	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 (78)	Beginning	26	33.3	26	33.3	28	35.9	26	33.3	25	32.1
	Intermediate	52	66.7	52	66.7	50	64.1	52	66.7	53	67.9
	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
2 (80)	Beginning	3	8.1	13	35.1	27	33.8	33	42.9	9	25.0
	Intermediate	18	48.6	19	51.4	40	50.0	36	46.8	20	55.6
	Advanced	13	35.1	5	13.5	12	15.0	6	7.8	7	19.4
	Advanced High	3	8.1	0	0.0	1	1.3	2	2.6	0	0.0
3 (84)	Beginning	6	14.0	11	25.6	17	20.2	21	25.9	8	19.0
	Intermediate	10	23.3	15	34.9	32	38.1	22	27.2	9	21.4
	Advanced	10	23.3	7	16.3	23	27.4	15	18.5	16	38.1
	Advanced High	17	39.5	10	23.3	12	14.3	23	28.4	9	21.4
4 (83)	Beginning	20	24.1	12	14.5	18	21.7	19	22.9	11	13.3
	Intermediate	35	42.2	40	48.2	24	28.9	23	27.7	33	39.8
	Advanced	20	24.1	28	33.7	29	34.9	16	19.3	31	37.3
	Advanced High	8	9.6	3	3.6	12	14.5	25	30.1	8	9.6

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years — N (%) Progressed	2020 Level	2019 Level Beg	2019 Level Int	2019 Level Adv	2019 Level Adv High
– –	Beginning	–			
	Intermediate	–		–	
	Advanced	–	–		–
	Advanced High	–	–		–
63 47 (74.6%)	Beginning	12			
	Intermediate	47		4	
	Advanced	0	0		0
	Advanced High	0	0		0
73 11 (15.1%)	Beginning	8			
	Intermediate	6		14	
	Advanced	0	5		2
	Advanced High	0	0		0
72 21 (29.2%)	Beginning	1			
	Intermediate	1		8	
	Advanced	3	8		4
	Advanced High	0	5		4
76 17 (22.4%)	Beginning	6			
	Intermediate	0		31	
	Advanced	0	9		22
	Advanced High	0	0		8

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (87)	Beginning	21	24.4	12	14.0	19	21.8	18	22.2	14	17.5
	Intermediate	22	25.6	45	52.3	20	23.0	24	29.6	24	30.0
	Advanced	25	29.1	25	29.1	23	26.4	9	11.1	31	38.8
	Advanced High	18	20.9	4	4.7	25	28.7	30	37.0	11	13.8
ALL (468)	Beginning	120	31.3	124	32.4	164	35.0	172	37.7	117	31.2
	Intermediate	147	38.4	175	45.7	167	35.7	158	34.6	145	38.7
	Advanced	70	18.3	67	17.5	87	18.6	46	10.1	85	22.7
	Advanced High	46	12.0	17	4.4	50	10.7	80	17.5	28	7.5

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (% Progressed)	2020 Level	2019 Level Beg	Int	Adv	Adv High
76 **32 (42.1%)**	Beginning			6	
	Intermediate	7		15	
	Advanced	1	13		17
	Advanced High	0	0		11
361 **129 (35.7%)**	Beginning			33	
	Intermediate	62		72	
	Advanced	4	35		45
	Advanced High	0	5		23

☐ 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

Elementary School Exams

GRADE 1 MATHEMATICS

| 80 | 73.1 | 79.3 | | | 78.8 | | 78.9 | |

GRADE 1 READING

| 14 | 77.5 | 86.5 | | | 92.9 | | 91.2 | |

GRADE 1 READING SPANISH

| 66 | 81.2 | 87.5 | | | 87.9 | | 89.5 | |

GRADE 2 MATHEMATICS

| 82 | 71.2 | 79.9 | 82.9 | | 81.7 | 91.5 | 76.5 | 92.3 |

GRADE 2 READING

| 9 | 75.6 | 83.7 | 87.4 | | 88.9 | 100.0 | 72.1 | 91.3 |

GRADE 2 READING SPANISH

| 75 | 72.6 | 79.5 | 78.2 | | 80.0 | 89.3 | 75.1 | 92.0 |

GRADE 3 MATHEMATICS

| 72 | 75.7 | 83.8 | 77.8 | | 86.1 | 80.6 | 70.6 | 90.8 |

GRADE 3 MATHEMATICS SPANISH

| 5 | * | * | * | | * | * | 57.0 | * |

GRADE 3 READING

| 6 | 45.0 | 67.0 | 82.2 | | 50.0 | 100.0 | 62.6 | 88.7 |

GRADE 3 READING SPANISH

| 72 | 72.8 | 83.7 | 82.3 | | 91.7 | 87.5 | 57.7 | 88.7 |

SEMESTER 2 TESTS

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

GRADE 1 MATHEMATICS

GRADE 1 READING

GRADE 1 READING SPANISH

GRADE 2 MATHEMATICS

GRADE 2 READING

GRADE 2 READING SPANISH

GRADE 3 MATHEMATICS

GRADE 3 MATHEMATICS SPANISH

GRADE 3 READING

GRADE 3 READING SPANISH

SEMESTER 1 TESTS

| | Averages | | | | % Passing | | District % Passing | |
Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
GRADE 4 LANGUAGE ARTS								
11	54.0	67.2	81.6		63.6	100.0	68.3	91.7
GRADE 4 LANGUAGE ARTS SPANISH								
67	75.9	79.9	83.3		80.6	94.0	68.5	91.9
GRADE 4 MATHEMATICS								
77	72.7	80.0	82.0		74.0	84.4	71.7	90.4
GRADE 4 MATHEMATICS SPANISH								
1	*	*	*		*	*	50.4	*
GRADE 4 READING								
11	49.5	72.5	82.2		54.5	100.0	68.8	92.4
GRADE 4 READING SPANISH								
67	78.7	85.8	83.3		91.0	94.0	80.7	91.8
GRADE 5 MATHEMATICS								
70	71.9	79.5	80.8		75.7	87.1	78.3	91.9
GRADE 5 MATHEMATICS SPANISH								
6	59.8	73.2	76.8		50.0	83.3	56.2	79.9
GRADE 5 READING								
18	53.0	76.5	77.4		88.9	94.4	79.5	94.1
GRADE 5 READING SPANISH								
57	75.4	82.0	84.1		93.0	96.5	79.8	94.9
GRADE 5 SCIENCE								
69	76.3	79.1	82.4		79.7	98.6	76.5	95.9

SEMESTER 2 TESTS

| | Averages | | | | % Passing | | District % Passing | |
Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
GRADE 4 LANGUAGE ARTS								
GRADE 4 LANGUAGE ARTS SPANISH								
GRADE 4 MATHEMATICS								
GRADE 4 MATHEMATICS SPANISH								
GRADE 4 READING								
GRADE 4 READING SPANISH								
GRADE 5 MATHEMATICS								
GRADE 5 MATHEMATICS SPANISH								
GRADE 5 READING								
GRADE 5 READING SPANISH								
GRADE 5 SCIENCE								

DAVID G. BURNET ELEMENTARY SCHOOL (116)   13

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

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
6	72.2	78.1	77.3		83.3	66.7	73.2	94.7

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

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