



School Number 115

HARRELL BUDD 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	101
KN	74
1	57
2	72
3	60
4	59
5	85
ALL	508

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	145	28.5	13	41.9
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	345	67.9	13	41.9
White	3	0.6	5	16.1
Multiple	14	2.8	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	299	58.9
Economically disadvantaged	502	98.8
Limited English proficient (LEP)	263	51.8
Special education	35	6.9
Talented and Gifted (TAG)	76	15.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	88	23	26.1	1	1.1	0	0.0	63	71.6	0	0.0	1	1.1
	2019	86	18	20.9	0	0.0	0	0.0	65	75.6	0	0.0	3	3.5
	2020	101	19	18.8	0	0.0	0	0.0	78	77.2	1	1.0	3	3.0
KN	2018	60	20	33.3	0	0.0	0	0.0	39	65.0	0	0.0	1	1.7
	2019	53	21	39.6	0	0.0	0	0.0	30	56.6	0	0.0	2	3.8
	2020	74	24	32.4	0	0.0	0	0.0	49	66.2	0	0.0	1	1.4
1	2018	66	21	31.8	0	0.0	0	0.0	45	68.2	0	0.0	0	0.0
	2019	66	22	33.3	0	0.0	0	0.0	42	63.6	0	0.0	2	3.0
	2020	57	22	38.6	0	0.0	0	0.0	32	56.1	0	0.0	3	5.3
2	2018	60	25	41.7	0	0.0	0	0.0	34	56.7	1	1.7	0	0.0
	2019	58	19	32.8	0	0.0	0	0.0	39	67.2	0	0.0	0	0.0
	2020	72	19	26.4	0	0.0	0	0.0	50	69.4	0	0.0	3	4.2
3	2018	76	23	30.3	0	0.0	0	0.0	53	69.7	0	0.0	0	0.0
	2019	56	20	35.7	0	0.0	0	0.0	33	58.9	2	3.6	1	1.8
	2020	60	13	21.7	1	1.7	0	0.0	43	71.7	1	1.7	2	3.3
4	2018	81	32	39.5	0	0.0	0	0.0	48	59.3	1	1.2	0	0.0
	2019	75	23	30.7	0	0.0	0	0.0	52	69.3	0	0.0	0	0.0
	2020	59	22	37.3	0	0.0	0	0.0	34	57.6	1	1.7	2	3.4
5	2018	72	23	31.9	1	1.4	0	0.0	46	63.9	2	2.8	0	0.0
	2019	68	24	35.3	0	0.0	0	0.0	43	63.2	0	0.0	1	1.5
	2020	85	26	30.6	0	0.0	0	0.0	59	69.4	0	0.0	0	0.0
PK-5	2018	503	167	33.2	2	0.4	0	0.0	328	65.2	4	0.8	2	0.4
	2019	462	147	31.8	0	0.0	0	0.0	304	65.8	2	0.4	9	1.9
	2020	508	145	28.5	1	0.2	0	0.0	345	67.9	3	0.6	14	2.8

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	88	82	93.2	55	62.5	1	1.1	55	62.5	0	0.0	84	95.5	53.4	46.6	4.5
	2019	86	86	100.0	53	61.6	3	3.5	21	24.4	0	0.0	61	70.9	51.2	48.8	29.1
	2020	101	101	100.0	60	59.4	1	1.0	61	60.4	0	0.0	71	70.3	48.5	51.5	28.7
KN	2018	60	56	93.3	28	46.7	5	8.3	29	48.3	5	8.3	9	15.0	43.3	56.7	0.0
	2019	53	53	100.0	26	49.1	0	0.0	25	47.2	4	7.5	8	15.1	41.5	58.5	0.0
	2020	74	73	98.6	39	52.7	3	4.1	39	52.7	7	9.5	14	18.9	48.6	51.4	0.0
1	2018	66	64	97.0	35	53.0	4	6.1	36	54.5	8	12.1	6	9.1	60.6	39.4	0.0
	2019	66	63	95.5	32	48.5	9	13.6	29	43.9	19	28.8	6	9.1	37.9	62.1	1.5
	2020	57	57	100.0	26	45.6	1	1.8	26	45.6	6	10.5	6	10.5	43.9	56.1	0.0
2	2018	60	54	90.0	25	41.7	7	11.7	25	41.7	6	10.0	4	6.7	41.7	58.3	0.0
	2019	58	56	96.6	32	55.2	6	10.3	32	55.2	12	20.7	8	13.8	56.9	43.1	1.7
	2020	72	70	97.2	41	56.9	8	11.1	42	58.3	16	22.2	6	8.3	43.1	56.9	0.0
3	2018	76	75	98.7	35	46.1	6	7.9	37	48.7	18	23.7	4	5.3	52.6	47.4	0.0
	2019	56	53	94.6	25	44.6	8	14.3	26	46.4	8	14.3	5	8.9	48.2	51.8	1.8
	2020	60	58	96.7	35	58.3	5	8.3	37	61.7	12	20.0	4	6.7	63.3	36.7	8.3
4	2018	81	81	100.0	33	40.7	8	9.9	56	69.1	13	16.0	9	11.1	49.4	50.6	0.0
	2019	75	74	98.7	33	44.0	5	6.7	54	72.0	21	28.0	2	2.7	49.3	50.7	0.0
	2020	59	59	100.0	25	42.4	13	22.0	45	76.3	10	16.9	7	11.9	49.2	50.8	3.4
5	2018	72	72	100.0	36	50.0	12	16.7	62	86.1	23	31.9	7	9.7	55.6	44.4	0.0
	2019	68	66	97.1	33	48.5	9	13.2	55	80.9	14	20.6	4	5.9	42.6	57.4	2.9
	2020	85	84	98.8	37	43.5	4	4.7	49	57.6	25	29.4	5	5.9	50.6	49.4	1.2
PK-5	2018	503	484	96.2	247	49.1	43	8.5	300	59.6	73	14.5	123	24.5	51.3	48.7	0.8
	2019	462	451	97.6	234	50.6	40	8.7	242	52.4	78	16.9	94	20.3	47.0	53.0	6.5
	2020	508	502	98.8	263	51.8	35	6.9	299	58.9	76	15.0	113	22.2	49.4	50.6	7.3

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	60	11,061	57	94.9	10,520	95.1	9	15.0	17.8	51	9,830	85.0	88.9
	2019	54	10,918	50	94.0	10,370	95.0	2	3.7	5.7	42	9,637	78.4	88.3
	2020	74	10,874	71	95.4	10,319	94.9	2	2.7	3.8	67	9,815	90.3	90.3
1	2018	66	11,550	62	94.4	11,055	95.7	17	25.7	16.6	54	10,347	81.7	89.6
	2019	68	11,198	65	95.2	10,715	95.7	3	4.4	5.0	60	10,069	88.5	89.9
	2020	55	11,192	52	94.7	10,678	95.4	6	10.9	3.9	50	10,139	90.5	90.6
2	2018	57	11,864	55	96.7	11,398	96.1	5	8.8	15.9	52	10,717	91.6	90.3
	2019	58	11,232	55	95.6	10,781	96.0	4	6.9	4.8	50	10,169	86.3	90.5
	2020	73	11,070	70	95.7	10,616	95.9	1	1.4	3.2	66	10,175	90.6	91.9
3	2018	78	12,536	75	95.8	12,080	96.4	6	7.7	14.4	69	11,431	88.1	91.2
	2019	57	11,452	55	96.7	11,029	96.3	3	5.2	4.6	53	10,478	92.5	91.5
	2020	64	11,093	61	95.1	10,664	96.1	4	6.2	3.5	55	10,181	85.9	91.8
4	2018	79	12,675	76	95.4	12,235	96.5	13	16.4	14.1	68	11,637	85.7	91.8
	2019	76	12,118	72	94.4	11,690	96.5	5	6.6	4.9	65	11,112	85.8	91.7
	2020	56	11,323	54	96.6	10,902	96.3	2	3.6	3.4	51	10,479	91.1	92.5
5	2018	69	12,498	67	96.6	12,078	96.6	8	11.6	6.1	62	11,513	90.0	92.1
	2019	68	12,193	65	96.0	11,779	96.6	2	2.9	4.5	61	11,300	89.8	92.7
	2020	84	11,957	80	94.9	11,518	96.3	2	2.4	3.2	77	11,098	91.5	92.8
KN-5	2018	409	72,186	391	95.6	69,366	96.1	58	14.2	14.0	356	65,475	87.0	90.7
	2019	380	69,110	362	95.3	66,364	96.0	19	5.0	4.9	331	62,765	87.1	90.8
	2020	406	67,509	388	95.4	64,698	95.8	17	4.2	3.5	366	61,887	90.1	91.7

Teachers: 31

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	13	41.9
Hispanic	13	41.9
White	5	16.1
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	20	64.5
Male	11	35.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	8.8	85.3
2018-19	7.2	61.8
2019-20	4.8	68.6

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.2
1	5	16.1
2	1	3.2
3	3	9.7
4	2	6.5
5	1	3.2
1-3	9	29.0
More than 3	21	67.7
1 - 5	12	38.7
6 - 10	5	16.1
11 - 20	6	19.4
More than 20	7	22.6

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
KN (39)	Beginning	21	53.8	27	69.2	39	100.0	39	100.0	27	69.2
	Intermediate	10	25.6	8	20.5	0	0.0	0	0.0	12	30.8
	Advanced	7	17.9	4	10.3	0	0.0	0	0.0	0	0.0
	Advanced High	1	2.6	0	0.0	0	0.0	0	0.0	0	0.0
1 (26)	Beginning	21	80.8	23	88.5	24	92.3	22	84.6	22	84.6
	Intermediate	5	19.2	3	11.5	2	7.7	4	15.4	4	15.4
	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 (41)	Beginning	6	14.6	15	36.6	22	55.0	16	39.0	12	30.0
	Intermediate	20	48.8	20	48.8	9	22.5	18	43.9	17	42.5
	Advanced	11	26.8	5	12.2	8	20.0	7	17.1	11	27.5
	Advanced High	4	9.8	1	2.4	1	2.5	0	0.0	0	0.0
3 (35)	Beginning	0	0.0	5	14.3	13	37.1	3	8.6	2	5.7
	Intermediate	5	14.3	24	68.6	12	34.3	16	45.7	18	51.4
	Advanced	15	42.9	5	14.3	6	17.1	7	20.0	14	40.0
	Advanced High	15	42.9	1	2.9	4	11.4	9	25.7	1	2.9
4 (25)	Beginning	5	20.0	1	4.0	4	16.0	2	8.0	2	8.0
	Intermediate	4	16.0	6	24.0	5	20.0	12	48.0	7	28.0
	Advanced	5	20.0	14	56.0	10	40.0	4	16.0	9	36.0
	Advanced High	11	44.0	4	16.0	6	24.0	7	28.0	7	28.0


Number Rated Both Years		2019 Level			
N (%) Progressed	2020 Level	Beg	Int	Adv	Adv High
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
24 4 (16.7%)	Beginning	20			
	Intermediate	4	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
38 17 (44.7%)	Beginning	9			
	Intermediate	11	6		
	Advanced	0	6	5	
	Advanced High	0	0	0	
35 13 (37.1%)	Beginning	2			
	Intermediate	4	14		
	Advanced	0	8	6	
	Advanced High	0	0	1	
23 13 (56.5%)	Beginning	0			
	Intermediate	0	7		
	Advanced	0	6	3	
	Advanced High	0	1	6	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (37)	Beginning	3	8.1	8	21.6	3	8.1	3	8.1	2	5.4
	Intermediate	9	24.3	20	54.1	9	24.3	11	29.7	14	37.8
	Advanced	13	35.1	8	21.6	14	37.8	3	8.1	15	40.5
	Advanced High	12	32.4	1	2.7	11	29.7	20	54.1	6	16.2
ALL (203)	Beginning	56	27.6	79	38.9	105	52.0	85	41.9	67	33.2
	Intermediate	53	26.1	81	39.9	37	18.3	61	30.0	72	35.6
	Advanced	51	25.1	36	17.7	38	18.8	21	10.3	49	24.3
	Advanced High	43	21.2	7	3.4	22	10.9	36	17.7	14	6.9

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years		2019 Level			
N (%) Progressed	2020 Level	Beg	Int	Adv	Adv High
35 10 (28.6%)	Beginning	0			
	Intermediate	1	13		
	Advanced	0	3	12	
	Advanced High	0	0	6	
155 57 (36.8%)	Beginning	31			
	Intermediate	20	40		
	Advanced	0	23	26	
	Advanced High	0	1	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

56	68.1	75.5			60.7		78.9	
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GRADE 1 READING

24	69.2	81.5			79.2		91.2	
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GRADE 1 READING SPANISH

27	76.9	84.6			81.5		89.5	
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GRADE 2 MATHEMATICS

71	62.7	74.0	78.3		67.6	85.9	76.5	92.3
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GRADE 2 READING

33	59.2	72.8	76.0		63.6	69.7	72.1	91.3
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GRADE 2 READING SPANISH

38	71.2	78.4	84.6		76.3	86.8	75.1	92.0
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GRADE 3 MATHEMATICS

64	60.1	73.4	81.3		62.5	92.2	70.6	90.8
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GRADE 3 MATHEMATICS SPANISH

1	*	*	*		*		57.0	*
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GRADE 3 READING

31	41.0	64.6	86.2		38.7	96.8	62.6	88.7
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GRADE 3 READING SPANISH

34	50.9	70.5	83.1		55.9	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

32	53.3	66.6	81.9		50.0	96.9	68.3	91.7
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GRADE 4 LANGUAGE ARTS SPANISH

23	68.8	74.0	81.7		69.6	95.7	68.5	91.9
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GRADE 4 MATHEMATICS

54	67.3	76.1	79.2		66.7	81.5	71.7	90.4
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GRADE 4 MATHEMATICS SPANISH

1	*	*	*		*	*	50.4	*
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GRADE 4 READING

32	44.4	69.7	80.1		53.1	93.8	68.8	92.4
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GRADE 4 READING SPANISH

23	70.7	80.4	81.7		82.6	95.7	80.7	91.8
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GRADE 5 MATHEMATICS

82	72.6	80.0	83.3		75.6	86.6	78.3	91.9
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GRADE 5 MATHEMATICS SPANISH

1	*	*	*		*	*	56.2	*
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GRADE 5 READING

48	50.6	75.3	82.2		81.3	97.9	79.5	94.1
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GRADE 5 READING SPANISH

35	73.2	80.4	81.7		82.9	100.0	79.8	94.9
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GRADE 5 SCIENCE

48	68.1	71.8	81.1		54.2	91.7	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

35	61.3	69.4	87.1		51.4	100.0	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 5 SCIENCE SPANISH

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