

Demographic Study

1. Historical Background of Pleasant Grove Community

Pleasant Grove is a residential neighborhood in the Dallas city limits, eight miles southeast of downtown Dallas in southeast central Dallas County. The area is unofficially bounded by Bruton Road to the north, White Rock Creek to the west, Trinity River to the south, and Cheyenne Road to the east. The center of old Pleasant Grove was at Lake June Road and Buckner Boulevard, but the area now considered Pleasant Grove includes portions of Pleasant Mound, Urbandale, Parkdale, and Piedmont. The first settlers in the Pleasant Grove area in the 1840s included W. B. Elam, who held the original land grant, Richard Bruton, and Cornelius Cox. By 1875 a wooden building was used as a union church and school. An early teacher at one of the schools built in the 1880s was Don Lebow, who named the school Pleasant Grove after its location in a grove of cottonwood trees. The name was then applied to both the school and the community. In 1900 Sam Street's map of Dallas County showed Pleasant Grove as a small community with a store. In 1916 the first brick schoolhouse was built.

Due to a post-World War II housing boom the population grew from 120 to 3,500 between 1943 and 1952. By the late 1940s Pleasant Grove had seven businesses, including a new bank. Businesses remained less important than the residential areas, but in 1952 Pleasant Grove Shopping Center, a major retail center, was built. In 1937 Pleasant Grove formed its own school district, which by the late 1940s had fourteen buildings. In June 1954 the Pleasant Grove school district merged with the Dallas Independent School District. Pleasant Grove twice fought incorporation movements and remained unincorporated. The city of Dallas started annexing areas of Pleasant Grove in the late 1940s, and by 1962 all of Pleasant Grove was within the Dallas city limits. In 1962 the Greater Pleasant Grove Chamber of Commerce was formed to promote business in the area. In the 1990s Pleasant Grove continued to be known as a separate community, although it was officially part of Dallas and received all its city services from Dallas.

School History

Rufus C. Burlison Elementary School is located at 6300 Elam Road in Southeast Dallas in Dallas, Texas. Rufus C. Burlison officially opened January 1956. The school was originally an intermediate campus housing students in grades 4-6. The first principal was Robert Shelton and the superintendent at the time was William Travis White. In January 2006 the school was part of the bond for renovation of schools and added an additional 22 classrooms. It is now an elementary campus for grades PK – 6th grade.

2. Socio-economic Characteristics of the District, school, and community

Group	Number	Percent
Economically disadvantaged students	131,411	82.8
Limited English proficient students	46,896	29.6
Special Education students	13,797	8.7

Rufus C. Burlison Elementary School's socio-economic make up: the disadvantages population 76.7% consists of special need population .02% and the limited English proficient students 26%

Community

The community in which the school is located consists of a number of migrants, single, blue-colored and unemployed families. The average income in this community is \$13,500 per year.

3. Ethnic Composition of the District, School and Community

(District wide): Student Ethnic Composition

<u>Ethnic Group</u>	<u>Number of Students</u>	<u>Percent</u>
Hispanic	102,451	64.1%
African American	47,220	29.7%
White	8,215	5.1%
Asian	1,495	0.9%
American Indian	371	0.2%

4. Geographical Characteristics of the District and Attendance Area

The DISD encompasses an area of 351 square miles in the eastern portion of the Dallas/Fort Worth metropolis and includes all or portions of the municipalities of Addison, Balch Springs, Carrollton, Cockrell Hill, Dallas, Farmers Branch, Garland, Highland Park, Mesquite, Seagoville, and University Park. Its students come from homes where almost 70 different languages are spoken.

- Pleasant Grove is located in the urban community of southeast Dallas.
- The Dallas ISD is the 12th largest school district in the nation with the diverse population of more than 155,000 students.

- Serving these students are more than 19,000 employees, making the Dallas ISD one of the largest employees in the city.

5. Political Characteristics of the District, School and Community

73% Democrat 37% Republican

6. Professional Staff for the District

The DISD employs 20,077 professional and support people, making it the largest employer in the city of Dallas.

CAMPUS PROFESSIONAL STAFF:

Teachers10, 712
 Administrators 528
 Counselors** 428
 Librarians 231
 Nurses 188

DISTRICTWIDE PROFESSIONAL STAFF:

Administrators 833
 Technical 116
 Psychologists 64
 Diagnosticians 78
 Other Professional Staff 379

TOTAL PROFESSIONAL STAFF: 13,557

CAMPUS AND CENTRAL SUPPORT STAFF:

Food Services 1,199
 Custodians 1,149
 Maintenance 621
 Teacher Assistants 1, 800
 Secretaries – Clerks 1,229
 Campus Security 163
 Clinic Attendants 44
 Nurse Assistants 18
 Other Support 297

TOTAL SUPPORT STAFF: 6,520

TOTAL STAFF: 20,077

Rufus C. Burleson Elementary School Staff includes:

Administrators	2
Teachers	36 All hold Bachelors 25 w/ Masters (2) Hold Doctorates
Counselors	1

Librarians	1
Nurses	1
Technician	1
Special Education	4
Special Teachers	7
Instructional Coaches	2
Teacher Assistants	10
Campus Secretaries –Clerks	2
Custodial Staff	4
Cafeteria Staff	4
Total Professional Staff	75

7. District and Schools Organizational Chart

RUFUS C. BURLESON FACULTY/STAFF ROSTER 2007/2008

OFFICE

Ms. Yolanda Knight
 Leo Vasquez, Assistant Principal
 Deborah Anderson, Counselor
 Savoy Grimes, Office Manager
 Sherry Wells, CRC
 Debbie Barton, Nurse

PK

PKA (Bil) L. Lindstrom 105 (Chair)
 PKB (Bil) A. Hurst 104
 PKC T. Poteet 107

4th Grade

4A (Bil) C. Salazar 256
 4B (Bil) E. Fernandez 255
 4C V. Carr 258
 4D B. Davis 257
 4E D. Enge 260

Kinder

KA (Bil) S. Berguno 103
 KB (Bil) P. Escobar 108
 KC (Bil) L. Saldana 102 (Chair)
 KD A. Williams 109
 KE J. James 101
 KF L. Jefferson 110

5th Grade

5A (Bil) E. Centeno 252
 5B F. Lynch 254
 5C B. Herron 251 (Chair)
 5D L. Washington 253

1st Grade

1A (BIL) J. Martínez 117
 1B (BIL) D. Lopez 119 (Chair)
 1C (BIL) R. Maynez 116

6th Grade

6A (ESL) L. Pea' 255
 6C M. Robinson 258
 6D A. Lincoln 256 (chair)

1D	J. Ford	120
1E	M. Clay	121
1F	E. Stelly	118

2nd Grade

2A (BIL)	M. Bandy	114
2B (BIL)	G. Zeldon	113
2C (BIL)	M. Leal	126
2D	T. Ballard	123
2E	L. Marquess	122
2F	N. Armstrong	124

3rd Grade

3A (Bil)	S. Canales	157
3B (Bil)	D. Jones	153
3C	E. Russell	152 (chair)
3D	A. Newlin	154
3E	T. Smallwood	156

Special Area

MRE: W. Conner	P.7
MRE: Q. Ingram	P. 7
MRE: W. Conner, Q. Ingram	P. 7
LRE: R. Heard	P. 7
Physical Ed.: G. Bankhead	Gym
Computer: A. Lincoln	125
TAG: B. Williams	P. 3
Media Center: I. Sterling	Library
Art: D. Vinson	P. 8
Band: J. Stephens	Stage
Science: K. Byrne	115

Instructional Coaches

V. Lewis	242 (C.I.L.T.)
L. Gabriel	242 (C.I.L.T.)

Teacher Assistant

Miriam Guerrero
 Tammy Pina
 Maria Marroquin
 Belinda Brooks
 Maria Domínguez
 Raynalda Baca
 Cathy Krugjohann

8. District and School Enrollment and Ethnic Composition of Student

STUDENT ETHNIC COMPOSITION (DISTRICTWIDE and SCHOOL):

Hispanic	102,451	64.1%	553	72.53%
African American	47,220	29.7%	204	27.04%
White	8,215	5.1%	5	00.43%
Asian	1,495	0.9%	0	00.00%
American Indian	371	0.2%	0	00.00%

9. Number of Students Receiving Free and Reduced Lunch

- The number of Dallas ISD students receiving Free and /or Reduced Lunch is 135,051.
- The number of Rufus C. Burluson Students receiving Free and /or Reduced Lunch is 658.

10. Number and nature of school and support facilities in school district.

The Dallas Independent School District has 261 facilities, land, furniture, and equipment representing a total capital asset investment of more than \$2.1 billion. The district has an “AAA” bond rating from Moody’s Investor Service of New York, a “AAA” from Standard & Poor’s, and a “AAA” from Fitch IBCA by virtue of the PSF guarantee. The district’s underlying rating by each of the agencies is Aa3, AA, and AA, respectively.

159 ELEMENTARY SCHOOLS:*

Charter	1
PK – 2	2
PK – 3	10
PK – 5	65
PK – 6	63
PK – 8	2
K – 3	1
K – 5	4
K – 6	4
3 – 5	1
3 – 6	1
4 – 5	2
4 – 8	1
Alternative Schools	2

** Includes seven elementary school vanguards (magnets) and one elementary school vanguard/middle school academy.*

68 SECONDARY SCHOOLS: **

Middle Schools (6 – 8)	19
Middle Schools (7 – 8)	10
High Schools (9 – 12)	24
Magnet High Schools	8
Alternative Schools Programs	7

*** Includes seven middle school academies (magnets), one middle school academy/magnet high school, and two high school/magnet high schools.*

TOTAL NUMBER OF SCHOOLS: 227

ATHLETIC FACILITIES: 19

11. Number of Students in Alternative Schools from District and School.

- The District has 1265 students who attended Alternative Schools in the 2007-2008 school year.
- Rufus C. Burleson Elementary School has 7 students who attended Alternative Schools in the 2007-2008 school year.

A. The procedure for Alternative School attendance is as follows:

A student removed to a DAEP is counted in calculating the District's average daily attendance for the student's time in actual attendance in the program. The average length of stay for a student in the alternative school setting for the Dallas Independent School District is six weeks or 30 days.

12. Describe the physical plant of the school.

Rufus C. Burleson is over one hundred years old. It was built in the late 1800's. The building is in good shape and has been newly renovated. Burleson was apart of the bond program in 2006 and is now a two story complex, with 75 classrooms and 8 portables.

13. Number of Students in Special Education

Referral for Special Education Assessment

Principals are reminded that all referrals for assessment of students for consideration of special education eligibility should be submitted prior to March 17, 2008. It is important that this timeline be observed in order to decrease the number of summer assessments required. Students enrolling in the district after spring break may be referred as needed. Students determined eligible for special education services as a result of a summer assessment must have an Admission, review, Dismissal (ARD) committee meeting no later than the first day of the school year. Student Support Team (SST) referrals for assessment must be submitted to assessment personnel in a timely fashion in order to meet mandated timelines as well as develop appropriate interventions. Students must be assessed within sixty (60) calendar days of the SST referral.

Placement

- **Who is the decision-maker regarding placement in a "unit"?**

Ultimately, the ARD committee makes the decision. However, if the unit in question is considered a "centralized unit", the centralized screening committee must first review the case to ensure that the placement under consideration would be the least restrictive for the individual student.

- **When the campus believes that a student needs placement in a more restrictive environment, what steps does the campus need to take before holding the ARD/IEP meeting?**

If the student is being referred to a centralized unit, the campus staff must confer with the Area Instructional Specialist for assistance in compiling appropriate documentation for review by the centralized screening committee.

The centralized screening committee will review the documentation of campus interventions (what worked and what did not work) and provide a recommendation to the campus ARD/IEP committee for consideration.

Procedures

• Should Consent for Placement be obtained at the 30 day ARD (taking the student off th Temporary ARD)?

The Consent for Placement form used at the temporary ARD meeting does not appear to be necessary for the following reasons:

- The parent has given initial consent in another school district, which should “carry over” nationally.
- The temporary ARD is delineating services for a minimum 30-day period, which will be changed/amended when the new ARD/IEP meeting is held.

-The Initial Placement section on the signature page of the full ARD/IEP document has -superseded the Consent of Placement form.

• For students age 18, should two letters of Notice of ITP meeting be sent? (One to the parent and one to the 18 year old student).

14. Industrial Structures in the school district

General Operating Fund	\$1,082,727,546	58.3%
Food Services Fund	70,793,388	3.8%
Interest and Sinking Fund	118,412,273	6.4%
Technology Fund (State)	4,597,960	0.3%
Extra District Funds	175,236,471	9.4%
Capital Projects	390,566,083	21.0%
Other Funds	14,593,881	0.8%

Total Budget \$1,856,927,602 100.0%

INCOME SOURCES:

Local Sources	\$774,754,207	41.7%
Interest and Sinking Fund	118,412,273	6.4%
Special Revenue	171,863,863	9.3%
State Funds	301,398,339	16.2%
Technology (State)	4,597,960	0.3%
Capital Projects	390,566,083	21.0%

Food Service	70,793,388	3.8%
Medicaid/Indirect Costs	6,575,000	0.3%
Self-Funding Funds	14,593,881	0.8%
Campus Activity Funds	3,372,608	0.2%

Total Income \$1,856,927,602 100.0%

EXPENDITURES:

Instruction & Related Services	\$971,520,716	52.3%
Plant Maintenance & Operations	138,535,299	7.5%
Pupil Services	151,027,072	8.1%
Interest/Sinking	118,412,273	6.4%
General Fund Debt Service	4,363,203	0.2%
Administration	79,954,999	4.3%
School Construction	389,301,833	21.0%
Payments to Tax Incremental Fund/ Juvenile Justice AE	3,812,207	0.2%

Total Expenses: \$1,856,927,602 100.0%
TAX RATE: \$1.50264 per \$100 value

AVAILABLE EXEMPTIONS:

Homestead	State	\$15,000	Local	10%
Over 65	State	\$10,000	Local	\$35,000
Disabled	State	\$10,000	Local	\$35,000

ASSESSED VALUATION:

Real Property	\$58,244,761,566
Business Personal Property	11,228,797,287

Total Assessed Valuation \$69,473,558,853

ASSESSED VALUATION/STUDENT: \$434,884
 (Based on enrollment of 159,752)

CURRENT BONDED INDEBTEDNESS: \$1,539,963,889
 (As of 7/1/07)

PERCENT OF DEBT TO ASSESSED VALUATION: 2.22%

GENERAL FUND BUDGET PER STUDENT: \$6,729

TOTAL BUDGET PER STUDENT \$11,541
 (See Budgeted Number of Students)

BUDGETED NUMBER OF STUDENTS: 160,902

15. Number of students attending college for 2007-2008 academic school year for DISD

The district does not have a count for the number of students actually attending college from DISD, neither does the elementary school have access to this information.

16. How do students get to School?

95% of the students get dropped off by parent/guardian
 5% of the students ride the school bus

17. Type of School

Rufus C. Burleson Elementary School is a public school.

18. Outstanding Characteristics

Rufus C. Burleson Elementary School

Our school motto is. ...Where parents, teachers, and community make a great difference in the lives of children.

- Rufus C. Burleson has a dual language program which enables non-Spanish speaking students learn Spanish and Spanish-speaking students learn English. The program follows student from Pre-Kinder to the 6th grade. This program was piloted on our campus and has been praised by our Area Superintendent.
- Our school has made this year the highest gains in TAKS Reading, Science, and Math.

19. TAKS Passing Rate for District and School

Reading

<u>Grades</u>	<u>Burleson</u>	<u>District</u>	
3rd	88.60%	88.00%	
4th	79.20%	79.20%	
5th	78.50%	77.20%	
Total 3-5	82.60%	77.00%	

Math

<u>Grades</u>	<u>Burleson</u>	<u>District</u>	
3	80.00%	74.90%	
4	75.30%	74.00%	
5	71.60%	74.00%	
Total 3-5	76.20%	64.00%	

Writing

<u>Grades</u>	<u>Burleson</u>	<u>District</u>	
Fourth	82.40%	84.40%	

Science

<u>Burleson</u>	<u>District</u>		
58.20%	62.10%		

Innovative Programs

Advanced Academic Services

The district's Gifted and Talented Program is designed to modify the delivery of instruction for talented and gifted students by adjusting the pace and complexity of instruction to match student abilities and areas of interest. This is done by providing greater depth and expansion of core courses and through inter-disciplinary seminars. The program provides direct, intensive assistance to students. Activities include independent study projects, higher-order thinking skills, discovery learning, research, and other activities designed to enrich curriculum. For more information, call (972) 925-3595.

Advanced Placement

The Advanced Placement (AP) Program, sponsored by the College Board, enables high school students to earn advanced placement, college credit, or both at nearly 3000 colleges and universities across the country. The AP Program bridges the transition from high school to college by enriching the secondary school experience of students ready to apply themselves to college-level courses. After passing AP subject-matter exams, they become eligible for credits at the college they attend. For more information, call (972) 925-3595.

Alternative Schools

The district's alternative schools provide students who have been removed from their home school for disciplinary reasons with an opportunity to continue their educational program while developing appropriate social and behavioral skills for a successful return to the home school. For more information, call (972) 925-4878.

Alternative High Schools

- **Maya Angelou Health Special**
In addition to regular academic classes, programs and services emphasizing prenatal health, parenting, and childcare are provided for pregnant students who choose to attend this alternative school. Credits earned at the high school will apply toward a student's GPA, rank, and honors eligibility at the home school. Graduation will be from the home school. For more information, call (972) 749-2263.
- **Evening Academy High School**
The academy consists of two campuses, Skyline and Justin F. Kimball. The program provides students an opportunity to earn credits in core courses. Students attend 41 class days, which are two hours each. For more information, call (972) 502-3458.
- **Otto M. Fridia Jr. Alternative School**
The school provides instruction to students in grades 7-12 who have been officially withdrawn from school and/or have 30 consecutive unexcused absences. Options for students include a self-paced curriculum, GED preparation course, competency based high school diploma program, and vocational training, job placement services and career counseling. For more information, call (972) 749-1700.
- **Barbara Manns High School**
The high school, a centrally located districtwide Reconnection Center, provides a

comprehensive educational program for students in the Dallas ISD who need an alternative educational setting. Student may be employed as they pursue a high school diploma. For more information, call (972) 749-2200.

- **Middle College**
The Middle College offers an integrated program of high school, college, and the work world. A student can complete graduation requirements while combining academic and work-related experiences with the opportunity to complete college level work before high school graduation. For more information, call (214) 860-2356.
- **Multiple Career Magnet Center**
At the magnet's seven Career and Technology Education vocational clusters students learn a specific occupational skill and develop work habits and work ethics necessary for transition to community employment. The programs offered are: Building Maintenance, Building Trades, Business Administrative Services, Dry Cleaning, Food Service, and Hospitality Services. For more information, call (972) 925-2200.
- **Redirections**
- **Seagoville Alternative**
- **School Community Guidance Center**

Career and Technology Education

Career and Technology Education provides secondary students with the opportunity to explore and prepare for their future through personal and career development. Courses are offered in eight areas: Agriculture Science and Technology, Business Education, Career Orientation, Family and Consumer Sciences, Health Science Technology, Marketing Education, Technology Education, and Trade and Industrial Education. The courses are offered at all middle school, high school, and magnet school campuses. Cooperative education, internships, dual-credit college courses, Tech Prep/articulated college programs are available through Career and Technology Education. For more specific course and program information, visit the district's Web site at www.dallasisd.org/inside_disd/depts/cte/. For more information, call (972) 749-2520.

Career Counseling Center

The Career Counseling Center provides services for recent Dallas ISD high school graduates, such as employability skills, employment information, resume writing, and interviewing techniques. Career counselors are available to work with teachers on career information for classroom presentations. Located at 5000 S. Malcolm X. Blvd, the center is staffed by two career counselors, a CTE specialist, and an administrative assistant. For more information, call (972) 749-2580, or visit www.dallasisd.org/inside_disd/depts/cte/GraduatePlace.html

Dallas Scores

Dallas Scores is a nationally recognized after-school program that offers eighth- through 12th-graders the opportunity to play soccer and learn how to express themselves through creative writing and community service. For more information, call (214) 871-7930 ext. 28.

Destination: Graduation

With funding from a \$100,000 Texas Instruments Foundation grant, the district started a pilot program at W.W. Samuell High School with the goal of keeping students in school and motivating them to go to college. The Destination: Graduation program focuses on mentoring the students and preparing them for college as well as on involving parents in their children's education. For more information, call (972) 925-5520.

Early College High School at Mountain View College

The Early College High School at Mountain View College is a five-year high school for Area 6 students who would like to earn up to two years of college credit that can be applied toward an associate's degree from Mountain View College. For more information, call (214) 860-3614.

Environmental Education Center

The 200-acre Environmental Education Center provides urban students with an array of curriculum-aligned learning opportunities to help them understand and value the environment that surrounds and sustains them.

The center has tools and resources available to provide extensive field investigation opportunities for students at all grade levels. Students visiting the center are in class all day with certified teachers who are trained and experienced to provide unique, hands-on learning activities in science and other subject areas.

For information, call 972-749-6900, e-mail envedctr@dallasisd.org, or visit the center's website at www.dallasisd.org/inside_disd/depts/eec/eec.html

Magnet Program

10 magnet high schools offer courses ranging from the arts and communications to science, engineering and the health professions. Designed as an alternative to traditional high schools, magnets foster quality education with an emphasis on career preparation.

Seven middle school academies and four elementary vanguard schools in the magnet program offer younger students the opportunity to begin exploring special areas of interest in addition to traditional academic studies.

For more information, call (972) 925-3710.

- Application process

The Princeton Review

The Princeton Review is a college readiness program provided at several Dallas ISD middle and high schools. It offers classroom and online test preparation classes to help students improve their scores in college and provides educational support and college admission services. Besides learning test-taking techniques, the students take practice exams to prepare them for the SAT and the ACT college-entrance exams. For more information, call (972) 925-5520.

Reconnection Centers

Reconnection Centers at 19 high schools and three central sites provide students with a non-traditional environment in which they can take the courses they need to graduate. The centers have a school-within-a-school atmosphere and are staffed by a counselor, teachers, and, in some cases, a teacher assistant who monitors the students' progress. The centers are open from 7 a.m. to 5 p.m. on school days. For more information, call (972) 925-4480.

Special Education

The special education program serves students who require special instructional techniques and arrangements due to their disability. The district gives parents specific written notice of definite meetings, dates, times, services, facts, and actions concerning their child. For more information, call (972) 581-4100.

20. Schools Greatest Problems

- The need to Increase student achievement by promoting, identifying, and recognizing excellence
- Have high expectations and systems of accountability
- Create champions for public education

Initiatives Achievement

- Innovative teaching grants
- Recognition of academic achievement
- Recognition of teaching excellence

Expectations and Accountability

- Implement Dallas Achieves! initiatives

Community and Parent Engagement

- Create coherent and aligned opportunities

Board and Governance Guidelines

- The education foundation is an independent, community-based, charitable, philanthropic 501(c)(3) organization.
- The foundation is governed by a volunteer board of directors.

- It collaborates with the school district to achieve mutual goals.
- The foundation invests in high impact programs that demonstrate results.
- The Education Foundation adheres to responsible fund management practices and respects allocations of funds for donor intended purposes.

V. Number Administrators working in the District who graduated from Prairie View A&M University.

Donald Moten – Assistant Principal, Maynard Jackson
Stonie Arbuckle – Assistant Principal, Carter High School
Rodney Whitaker – Assistant Principal, Townview Magnet High School

W. School greatest problems.

Parental involvement is our greatest problem at Rufus C. Burleson.

We send a monthly newsletter out to parents letting them know what is going on at the school and inviting them out to events that our students put on throughout the year. We are trying to reach the parents that are not able to attend events to attend at least two a semester. The area office also holds a big PTA event each semester inviting all parents in Area 1.